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**THE IMPORTANCE OF NON-VERBAL COMMUNICATION FOR THE
TEACHING OF ENGLISH TO TEENAGE STUDENTS AT THE CATHOLIC
UNIVERSITY OF AMBATO**

**Degree Dissertation previous to obtain
the B.A. in Applied Linguistics
to the Teaching of English**



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To my beloved parents and my sister for their courage, time and patience with me, especially to my mum, who is my angel.

Betty Sarabia Castillo

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Introduction



I N T R O D U C T I O N

Communication is part of human beings as a central role of any social act. In communication we do not refer only to oral sounds but also non-verbal language. It is important to emphasize the use of non-verbal signs that people transmit with body movements (gestures, body position, facial expressions, touch, proxemics, eye contact, clothing).

In a teaching situation, Non-verbal Communication has to be considered as another resource that teachers and students should take into account. Non-verbal teaching in a classroom is possible because every human being has the ability to send non-verbal signs in any cultural surrounding. The moment that a relation between students and teachers start, both are able to know each other by non-verbal signs. The teacher-student interaction will demonstrate that by means of body movements, ideas and feelings are transmitted.

The first part of the dissertation will clarify the concepts of culture and communication. Afterwards, we will discuss Non-verbal Communication with the implication of messages and their effects in general, and in the classroom. The second part of the dissertation will develop an observation and analysis of the use of Non-verbal

Communication in the classroom. In order to improve the use of Non-verbal Communication, several activities will be proposed. At the end of the dissertation, we will show the feasibilities and difficulties for their implementation. This Dissertation will be based on the following hypothesis:

- a) The use of Non-verbal Communication increases the understanding of English.
- b) The use of Non-verbal communication motivates students to use English in a fluent way.
- c) The use of Non-verbal Communication avoids interruptions in Communication processes.
- d) The use of Non-verbal Communication in the classroom is not given importance by teachers.
- e) Non-native teachers do not use Non-verbal Communication in its potential capacity as native teachers do.

The investigation will be mainly done with teenage students at the Catholic University in Ambato.

I Communication

I COMMUNICATION

1.1 Definition

The definition of communication is a complex subject and many authors have developed different concepts and thoughts about it. For defining communication we should take into account the environment where communication takes place and the psychological matters that affect people in the communication process.

“ One approach describes communication as the process whereby one person deliberately attempts to convey meaning to another...”

...A more general definition of the process approach describes communication as... the process by which an individual transmits stimuli to modify the behaviour of other individuals...

...Communication is defined as a two-way, on - going, behaviour-affecting process in which one person (a source) intentionally encodes and transmits a message through a channel to an intended audience (receivers) in order to induce a particular attitude or behaviour.”¹

In the first two definitions, people have an intention to communicate with others, but these two definitions do not take into account the environment and the addressees; whereas, the third definition emphasizes that. As a summary, we can state that

¹ Samovar, L., Porter, R., Jain, Nemi., Understanding Intercultural Communication, Wadsworth Publishing Company, Belmont Ca. 1984 pp.12-13.

communication is a system of symbols, which allows people to translate thoughts, beliefs, and perceptions that can be decoded and interpreted by others.

1.2 **The Process of Communication**

According to Birdwhistel, communication may be intentional or unintentional, and perhaps conscious or unconscious. It means that humans sometimes have a desire to communicate; they have an intention, and they are conscious of what they need to transmit. On the other hand, sometimes humans act without being conscious of their actions; that is what is called unintentional or unconscious communication.

As Birdwhistel says, people need to communicate but based on a social surrounding, and also having an intention and being conscious of what they want to transmit. There are three basic elements in the communication process:

- a) **A source.** It is a person who needs to send a message. According to Richard Porter, Larry Samovar and Nemi Jain this need may vary from a

social desire to change the attitudes of other people or maybe to share information.

b) **A message.** It is a group of signs that are transmitted from the source to the receiver.

As Larry Samovar, Richard Porter, and Nemi Jain say, people in social contact have a need, and this is met through the exchange of messages. Messages, which serve as bridges to unite, otherwise isolate individuals. Both verbal and non-verbal behaviour may function as messages. For example when we talk, gesture, smile, shake our hands we are behaving. But messages need two requirements: First, they must be observed by someone, second they must elicit meaning.

c) **A receiver of the message.**

“It can be an individual, listener, viewer or reader.”¹

The term receiver represents the person or persons who interpret the message and, as a consequence, become linked to the message.

¹ Barker, Larry Lee, Communication, Prentice Hall, Englewood Cliffs, 1978, p. 3.

Receivers may be related with the source or may be other people that by any circumstance come into contact with the message.

Nevertheless, how does the message get from the source to the receiver? The following three elements describe this process:

“Encoding, the source encodes the message through the selection of verbal and non-verbal symbols that are put together according to the rules of grammar and syntax applicable to the language being used.

Decoding, it is the conversion to meaningful experience or is the interpretation by the receiver.

The channel, which provides the connection between source and receiver. The channel is the physical means by which the message is transmitted.”¹

An interruption in this process cannot conduce to communication (even if the receiver’s brain is often able to fill in missing information from common linguistic and non-linguistic knowledge.) Encoding embraces an internal activity where the source creates a message through the selection of adequate symbols (verbal and non-verbal).

¹ Samovar, L., Porter, R., Jain, Nemi, Understanding Intercultural Communication, Wadsworth Publishing Company, Belmont Ca., 1984, pp.14-15.

Decoding is also an internal function; it is information processing where there is an attribution of meaning to the source's behaviour.

The channel is any means by which the message is conveyed from one person to another. For example: magazines, books, letters, face to face oral communication, radio, television, tape recorders, telephones.

As individuals, we need to communicate with our counterparts, and this communication should be in a code that must be understood and shared, which means decoding; in addition, individuals should use the appropriate medium to get the message across.

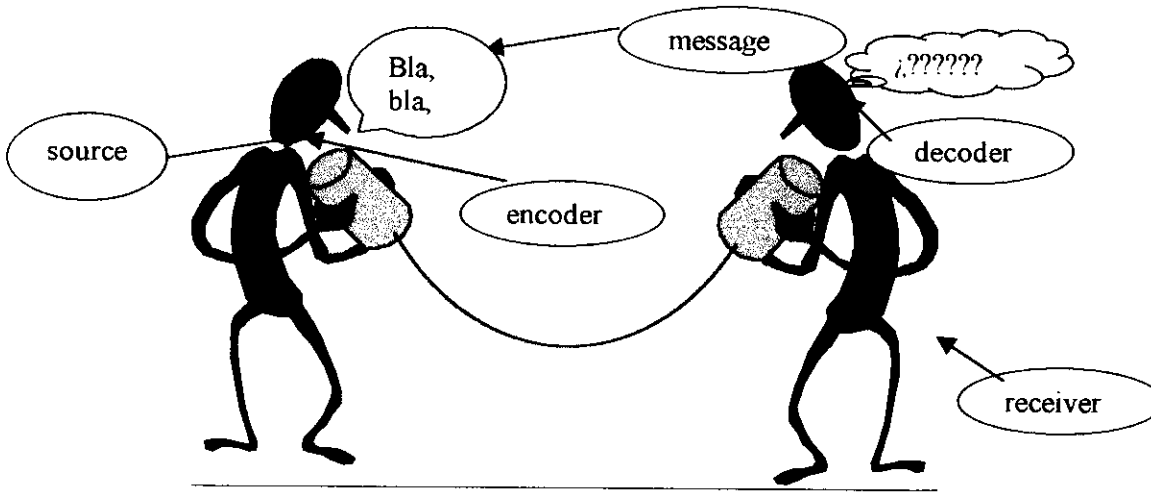


Fig. 1 Communication Process

II

Culture

II CULTURE

2.1 Definition

As Clyde Kluckhohn says, culture is the whole manner of life of a group of people, and in every moment of our life, culture influences much of our daily behaviour, even channels some of our biological processes. From this, we can state that Culture includes traditions, history, bases of a nation, people, community, education, way of living, beliefs, religion, points of view, manners, customs, food and everything which identifies a group of people.

2.2 Characteristics of Culture

Culture has certain characteristics every human being is governed by in his or her life. As Ned Seelye mentions, these are the most important characteristics of culture:

- “Culture is learned, not biologically inherited.
- Culture is shared. Individual behaviour does not constitute culture.
- Culture is based on symbols among which language is the most important.

- Culture is integrated, the different elements of a culture (economic, political, social) are compatible with one another.”¹

When we are in a community, we are surrounded by customs, traditions, and beliefs, which are learned every moment. As Mark Knapp suggests, there are specific behaviours that have been learned and acquired in the past and are important for a specific culture. They can be inherited and transmitted from generation to generation. According to Alfred Kroeber and Clyde Kluckhohn such patterns of behaviour are based on traditional ideas and values and are characteristic of a specific human group. Moreover, a person living in that specific group learns because he or she has grown up in that culture, and culture is transmitted from generation to generation. Besides, William Haviland states that this process is called enculturation; it means that a man learns how to satisfy his or her needs in a social group. For example,

“most animals eat and drink whenever the need arises; man however, eats and drinks at certain culturally prescribed times; he obviously feels hungry as those times approach. These eating times vary from culture to culture.”²

¹ Haviland, William, Anthropology, Holt Rinehart and Winston, New York, 1974, pp.268-276

² Ibid, p. 268

Each culture determines the behaviour and the needs of each individual. If there is one individual, that person cannot be called culture.

“Everyone has a unique style of communication but cultures determine a general style for their members.”¹

Culture enhances a group of people but not one person. Every human acts because it is established in the assumptions of his or her own culture; these assumptions make the actions of people understandable for the rest of community members.

Culture is shared because community members can predict the behaviour of others and they can react according to the circumstances. Sometimes individual behaviour creates conflicts for these specific individuals who have been excluded of participating in the activities of the group.

Culture and language work together, where language is the main component for passing culture in a group of

¹ Levine, Decna, Adelman, Mara, Beyond Language: Intercultural Communication for English as a Second Language, Prentice Hall, San Diego State University, 1982, p. 178.

individuals. Culture is transmitted through symbols that are called language.

Only elements that constitute culture work together; they cannot be separated, and all of them are related and united to be called culture. All social aspects of a society are interrelated and when anthropologists, for purposes of study, break culture into parts, they find them studying one part but related with the others. This is the reason to integrate the political, social and economic areas in one big field called culture. For example, in a society that produces a certain product, such a product is the source for living, traditions, customs and even political and legal leadership. As William Haviland mentions, culture is like a machine where every part makes the machine move perfectly.

2.3 Importance of Culture for the Teaching of English

As Larry Samovar, Richard Porter, and Nemi Jain state, culture provides a wide range of expectations in educational matters. Also, teachers may have a cultural bias that the teaching-learning process will vary in every

setting. So the educational system with all its procedures and rules is a cultural fact.

Nowadays, some researchers claim that culture learning affects positively students' linguistic success in foreign language learning. Besides, it has been widely recognized that culture and language are interrelated, as language is the main medium through which culture is expressed.

Due to this fact, culture will lead to the development of students' understanding, and will take students to more critical thinking as citizens of an English community. Nowadays, English language is expanding in all areas around the world; meanwhile, it is considered an International Language. Therefore, English is used by people from different cultural backgrounds and this fact may cause communication problems. As Ned Seelye mentions,

"when communication is between people with different world views, special skills are required if the messages received are to resemble the messages sent. The most important overriding skill is understanding the context within which the communication takes place. This context is to a large extent culturally determined."¹

¹ Seelye, Ned, Teaching Culture Strategies for Intercultural Communication, National Textbook Company, Illinois, U.S.A., 1994, p.1.

For example, two people from different cultures that by any circumstance meet and interact in English will be exposed to cultural misunderstandings. For instance, we can talk about an Ecuadorian and a Japanese speaking in English, but both are not English native speakers; meanwhile, the culture of their first languages will influence communication understanding. For this reason, according to Roseanne Tavares and Ildney Cavalcanti,

“ culture should be placed on an equal footing with English Language Teaching.”¹

Students must be able to identify those cultural meanings from the personal ideas of the members of the new culture with whom they have individual contact.

Dr. Wilga Rivers mentions that when language learners have a need to communicate in a foreign language with individuals of other cultural backgrounds, they must be aware of cultural influences taking place in a conversation, especially in their thoughts, beliefs, activities and forms of linguistic expression. As Larry Samovar, Richard Porter , and Nemi Jain mention, foreigners in another country should take into account the

¹ Roseanne Tavares , Ildney Cavalcanti, Developing Cultural Awareness, English Teaching FORUM, 34 (1996), pp. 18-19.

speech style they are using because it can create a bad impression on native speakers.

“English in use and English awareness must take place in the context of cultural study and the discipline which shall provide the procedures for cultural study.”¹

In conclusion, both English and culture should be placed together as part of the teaching process because neither of them can survive alone.

“Students must be aware of cultural facts about English for a better development and understanding of the language itself and their individuals.”²

But, how to place culture in the Teaching of English? First, students need a process of socialization and experiential learning in the Foreign Language, which is culture in itself. The new input of a Foreign Culture can cause misperceptions or misunderstandings in students. According to Byram, it is recommended to use the learners' first language, but only as a medium of study of a foreign culture to create modifications in learners' concepts and schemata.

¹ Byram, Michael, Cultural Studies in Foreign Language Education, Multilingual Matters, Clevedon, 1988, p.56.

² Roseanne Tavares, Ildney Cavalcanti, Developing Cultural Awareness, English Teaching FORUM, 34 (1996), pp.18-19.

Second, the use of English is important as a medium to continue the process of socialization, and to develop students' consciousness of the foreign culture that creates intercultural awareness. Third, a direct experience of selected aspects of the foreign culture will contribute to the language learning process.

Finally, it is necessary to take advantage of the language learning process and use some communicative teaching techniques which lead students to a better performance. In this case, the activities should be more authentic according to the culture of the specific language that is taught.

As we can see, the four components are integrated. Any of them can work separately and can be taught individually. There should be a balance and a period of time for teaching the four categories.

2.4 Cross- Cultural Interaction

“In cross-cultural interaction, speakers sometimes assume that what they believe is right, because they have grown up thinking their way is the best.”¹

¹ Levine, Deena, Adelman, Mara, Beyond Language: Intercultural Communication for English as a Second Language, Prentice Hall, San Diego State University, 1982. p. 180.

This is what is known as Ethnocentrism. However, even in our own culture, there are people who have communication problems because of misunderstandings. Indeed, sometimes people hurt each other because they intentionally or unintentionally say words or do actions.

It is important to raise students' awareness of their own way of life and make them recognize that there are essential differences in worldviews. This will permit students to respond more effectively when there is a cross-cultural communication breakdown, as it most certainly can happen. The purpose is to teach English, analysing misunderstandings in cultural terms, and helping students learn to deal effectively with similar situations.

As Deena Levine and Mara Adelman say, problems and misinterpretations do not always appear when two people want to communicate, but sometimes they do appear and cause personal conflicts but not cultural conflicts. Some conflicts can be insignificant, but others can cause serious problems and a negative attitude towards a foreign culture.

In a teaching situation, it is important to take into account first our own culture, and then to be aware of other cultural influences, mainly to understand them. As Deena Levine and Mara Adelman state, difficulties will appear in an intercultural situation if people are not aware of different cultural values and attitudes. Sometimes, people have preconceived ideas or misconceptions about foreigners. These viewpoints are called stereotypes.

There are circumstances when people create negative stereotypes of other cultures and a person's reaction is to become angry instead of clarifying the distortion. The best way to manage negative stereotypes is to have interaction with individuals of other cultures, and to be aware of religion, thoughts and conceptions.

On the other hand, being conscious of intercultural situations does not mean that we lose our identity, but we are recognizing cultural influence in our community and in other communities. Therefore, we learn to deal with negative situations.

In conclusion, Deena Levine and Mara Adelman mention that people need intercultural sensitivity to control conflicts and to accept the differences that exist in cross-cultural situations.

III

Non-verbal Communication

III NON-VERBAL COMMUNICATION

3.1 Definition

“Non Verbal Communication can be defined as information that is transmitted by means other than words”¹.

From this definition, we can state that any gesture, body position, body movement, inflection of the voice or others can be considered as communication.

As we have stated, communication is not only a means of performing oral sounds, but also gestures and a complete coding and decoding of body movements.

“One study done in US showed that in the communication of attitudes, 93% of the messages was transmitted by the tone of the voice and by facial expressions, whereas only 7% of the speakers attitude was transmitted by words”².

It seems that we convey more non-verbally than verbally. Consequently, non-verbal communication cannot only be considered as a resource of its verbal part, but as a complete area to be explored.

¹ Burneo, Augusto, Psycholinguistics, Pontificia Universidad Católica del Ecuador, Quito. p.17.

² Levine, Deena, Adelman Mara, Beyond Language, Prentice Hall, 1982.p. vii.

3.2 Universals and Similarities in Non-verbal Communication

Even when non-verbal communication is widely used, it is important to revise its use and the differences that may exist throughout the different cultures. In our case we consider important to study the universals and the differences in non-verbal communication.

As Eibl-Eibesfeldt suggests, finding similar non-verbal patterns within different cultures is possible. For instance, we can see that sadness, happiness, embarrassment, love and other affective gestures are similar in different cultures. On the other hand, we cannot assure that all the affective expressions are universal. As Erkman and Friesen state,

“...creemos que mientras los músculos faciales que intervienen cuando tiene lugar un afecto particular son efectivamente los mismos a través de las diferentes culturas, los estímulos evocadores, los efectos concomitantes, las reglas de exhibición y las consecuencias comportamentales pueden variar extraordinariamente de una a otra cultura.”¹

¹ Knapp, Mark, La Comunicación No Verbal, Holt Rinehart and Winston, New York, 1978, p.64.

Erkman and Friesen affirm that even when people around the world may be using the same gesture, facial expression or even body movement, they may not have the same meaning for the others. People who belong to different cultures may have different responses to the same stimulus depending on the cultural rules they have developed.

The emission and understanding of non-verbal messages is highly influenced by the culture the speaker belongs to. Misunderstanding of them can be due to the differences of non-verbal communication between different cultures. The same happens with the other kinds of non-verbal communication. Something that in one culture can be naturally accepted by the great majority of the inhabitants may not be so in another culture. Meanwhile, students of a second language may have to study the non-verbal messages of that culture. To conclude, we can cite R.L. Birdwhistell, who said:

“ No hay gestos universales. Por lo que sabemos, no hay una sola expresión facial, postura o posición del cuerpo que tenga el mismo significado en todas las sociedades”¹

¹ Ibid, p.47.

3.3 Categories of General Functions of Nonverbal Communication

When we are having a conversation, we use phonetic symbols that constitute the words that we hear; however, the sound of these words is not the only message that we are able to receive. Researchers such as Mark Knapp, Simon Capper, Deena Levine and Mara Adelman have shown that non-verbal signs play a very important role in interpersonal relations, and their effects are very complex. Furthermore, we can state that non-verbal communication can change our mode or attitude faster than a long speech.

“El comportamiento no verbal sirve como instrumento significativo de expresión de las personas, por ejemplo las señales no verbales que denotan amistad – hostilidad, superioridad-inferioridad, tienen un peso mayor que sus equivalentes verbales.”¹

Different researchers have divided the functions of non-verbal communication into these main categories for better understanding:

Repeating, when we say “yes”, in our western culture, we usually accompany the word with a nod of the head; this gesture is called a repeating message because they just repeat what is orally said.

¹ Instituto Latinoamericano de la Comunicación Educativa de México, 1990, p.37.

Substituting,

“They were not allowed to say a word, but you knew exactly how they felt by looking at their faces”¹;

when verbal contact cannot occur, non-verbal communication can substitute it because by means of gestures, messages can be transmitted the same as with words.

Complementing, as in everyday conversations, where people move their hands, eyes, eyebrows and other parts of the body to complete the task of getting the messages across.

Deceiving or Revealing, in certain situations we deceive others about what our true feelings are through the use of gestures that are false. In other occasions, we reveal with our gestures; for example, when we talk about pollution that really disturbs and annoys us, at the same time we have a disapproving, puzzled or sad look.

Regulating, a fluent conversation does not require of verbal allowances to take turns, instead, people use non-verbal patterns that let the other know when is time to talk or listen.

¹ Barker, Larry Lee, Communication, Prentice Hall, Englewood Cliffs, 1978, p.72.

Accenting, this function of non-verbal communication is the use of signs to emphasize what is verbally said. For instance, we can use body movement or paralanguage (refer to p. 28).

In addition to the functions mentioned above, there are other functions of non-verbal communication, described by Simon Capper in his article Nonverbal Communication and the Second Language Learner, which cannot be let out of consideration; they are:

Regulatory Function, which serves to provide clues for the listener's interpretation of speech acts, and improve conversation.

Interpersonal Function, this function is also known as 'affect display' and is the means that the sender has to get across positions and emotions about the others.

Emblematic Function, is the use of non-verbal elements to transmit a precise message that is general for most inhabitants of the community.

Illustrative Function, refers to the use of non-verbal messages to exemplify dimension, figure, space.

Adaptive Function, this is used as a means of reassurance, self-comforting, often involving unconscious acts such as playing with the hair, playing with a pencil or cigarette, or others.

The functions just presented above are the most common uses that people make of non-verbal signs in everyday communication. Most of the time, people are not aware of the use that they make of non-verbal communication, but it is present in everyday speech acts.

3.4 Types of Non-verbal Messages

Non-verbal messages that we produce with our entire body are different. Meanwhile, the body parts that we use for that purpose are varied too. In addition, the kind of message varies depending on the body part that we use to transmit the different non-verbal messages. Besides, intention is important to give meaning to nonverbal signs. The following is a brief classification of non-verbal messages, in which we can say that gestures involves the first three types referred below.

➤ **Gestures,**

“gestures refer to specific body movements that carry meaning”¹

They are possibly the fastest expression of non-verbal communication; their intention is to deliberately communicate a (culturally) precise message, briefly and explicitly. Gestures embrace movement of the every body part; each part of the body has its specific gesture.

- **Head Movements,** as with most non-verbal communication, interpretation will depend on one’s own cultural norms.
- **Facial Expressions,**

“Facial expressions carry meaning determined by contexts and relationships”².

As Argyle says, there is a great deal of support to propose that many facial expressions are universal, however, research carried out by Shimoda, Argyle and Ricci Bitti (1978, in Argyle, 1988) demonstrates the difficulties involved in cross-cultural reading of facial expressions. One

¹ Levine, Deena, Adelman, Mara, Beyond Language, Prentice Hall Inc., San Diego State University, 1982, p.44.

² Ibid p.45.

of the most representative parts of the face in non-verbal communication is the eyebrow. Eyebrow movement has been linked to performance of a number of speech acts, most notably openings, closings and indicator in turn taking; nevertheless, possibly their main purpose is the expression of emotion.

- **Kinesics**, kinesics is also referred to as the language of the body. When having a conversation, speakers may take different positions and body movements consciously or unconsciously. These positions are named according to their role. One of them is the '***postural echo***' that is the tendency of the speakers to unconsciously mimic their partner's posture and physical actions. Another one is the '***postural adjustment***', which is usual in pre-closing conversational sequences, or watching for signs of recognition, status affirmation, deference or dominance.
- **Eye Contact and Gaze**, to the same degree that with eyebrow movement, eye contact and gaze play an important role in facilitating conversation management. Nevertheless, this type of non-verbal communication greatly differs from culture to

culture, and understanding appropriateness of length, time and direction is not easy to master.

- **Proxemics**, the study of the interpersonal space has been referred to as Proxemics. This is the distance between people when standing, talking or sitting. Whereas postural echo may serve to diminish the emotional space between interactants, strategies may also be used to diminish or increase the physical space between people, examples include the use of newspapers, books and personal stereos in crowded trains. In the book Beyond Language, Deena Levine and Mara Adelman, also mention the “body bubbles” that are defined as

“invisible walls which define our personal space”.¹

This space can increase or reduce according to the level of familiarity or friendship that the interactants have. The space is correlative with the relation; if the relation is closer the distance reduces, whereas if the relation is farther, the distance increases.

- **Haptics**, this is everything that refers to the use of touch. This area pertains to the tactile aspect of non-verbal

¹ Ibid.p.47.

communication. There are big differences across cultures in what refers to the uses of touch. This is why researchers have made a great distinction between contact and non-contact cultures. Contact cultures are the ones where physical contact as kissing, hugging or handshaking is considered as normal behaviour, whereas, interactants from non-contact cultures rarely touch each other.

- **Paralanguage,** it refers to how you say something rather to what is said. According to Mark Knapp, it has to do with the variety of sounds that people make when communicating. It includes all the sounds that will not have a meaning if they are not accompanied by a verbal context (Suprasegmental Phonemes). The silence itself can be considered a form of Paralanguage because even when people have not uttered a single sound, silence can carry a great deal of meaning. Finally, breathing is itself a form of non-verbal communication since involuntarily a sigh, a yawn or a wheeze can undermine even the most complex and persuasive verbal message.

- **Emblems,**

“actos no verbales que admiten transposición oral directa”¹.

¹ Knapp, Mark. La Comunicación No Verbal, Holt Rinehart and Winston, New York, 1978,p.17.

These are non-verbal messages that are well known by the majority of the population which have a clear meaning. There are emblems for each culture. Certain symbols that are clear for one culture are unclear for another. For example, in the Ecuadorian culture, we use two fingers (middle and index) to indicate number two, whereas in the British culture, this is an emblem that represents a rude word.

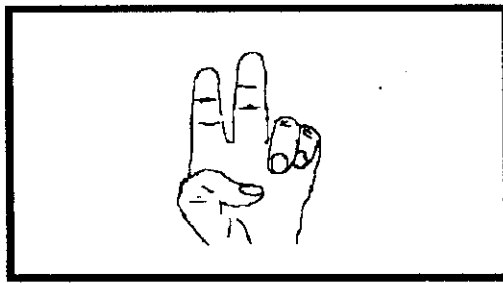


Fig. 2 Ecuadorian Non-verbal message for Number 2

➤ **Illustrators**, these are body movements that illustrate verbal communication. For example, when you tell a story to a group of children continuously your hands illustrate or draw the objects that you mention in such story.

➤ **Regulators**,

“Regulators control verbal communication. They provide smooth transitions in conversations”.¹

If regulators did not exist, conversations would not be as smooth and easy as they usually are. They preserve and regulate

¹ Barker, Larry Lee, Communication , Prentice Hall, Englewood Cliffs, 1978, p.78.

the nature of speech. For example, when people want to finish a conversation, one regulator is to look at your watch to show that it is time to stop speaking.

➤ **Adaptors**, culture usually determines what is and what is not to be done in order to be accepted as a normal member of the society. Adaptors are non-verbal messages that we adopt from childhood. For example, when we are children, our parents usually prohibit us to put your fingers in your nose because they are bad manners in our society.

3.5 What Affects Non-verbal Messages

The environment and context in which non-verbal messages occur affect them. In order to get the complete idea of the meaning of a non-verbal message, we must take into account how it develops, what the reason is for it to appear, and in what part of the communication process it occurs; in general, what affects its meaning.

According to Mark Knapp, the context to analyse the non-verbal communication occurrence involves:

External Conditions, everything that is around the message that enhances, stops or originates a gesture or the meaning of it.

Relationship of the non-verbal sign and the verbal message, the non-verbal sign can repeat, illustrate, accept or contradict the verbal act. It can anticipate, coincide, replace or continue the verbal behaviour. On the other hand, it can lack relation with the verbal message.

The Consciousness to perform the gesture, because the person can also be unconscious of what he is expressing with his body.

The intention that the person has to send a message. This is when the person wants to communicate with a certain gesture, as when a person is at the other side of the room and deliberately keeps eye contact with another across from him or her.

The External Feedback. With this, we mean that the person who receives the non-verbal message might change the emission of it with the answer that he or she gives to

the message. The answer provided can be verbal or non-verbal.

The kind of information sent with the act. One person might choose to send a non-verbal message guided by the situation in which he or she is at the moment of sending it. The kind of information the person wants to send will increase or cease the non-verbal act that the speaker sends.

Finally, as Larry Samovar maintains,

“Culture is a major contributor to how we send, receive and respond to Nonverbal symbols”¹.

As it has been mentioned, culture rules all that has to do with non-verbal communication because we have some inherited behaviours the majority of which are learned and modelled by the culture the speaker belongs to. In conclusion, not only one of the above conditions can be the source that affects the emission of non-verbal messages, but a great variety of them.

¹ Samovar, L., Porter, R., Jain, Nemi, Understanding Intercultural Communication, Wadsworth Publishing Company, Belmont Ca., 1984, p.18.

3.6 Emission and Understanding of Non-verbal Messages

Verbal communication has been widely explored by many authors, but not much attention has been given to non-verbal behaviour; however, it is important to study it because, as we have stated before, a great part of communication is non-verbal. What is most important is that it has been proven that the first type of communication that a person acquires is non-verbal. When we hear a little baby, we cannot say that we hear words, but the mother understands that he is happy, sad, hungry, anxious or if the baby wants to sleep. The guide for the mother is the great variety of sounds and movements that the baby emits. Mark Knapp also states:

“... durante los primeros años de vida de un niño se muestra un gran repertorio de señales no verbales, sabemos inclusive que muy poco después del nacimiento el niño aprende a interpretar varias señales no verbales que recibe de los otros”¹.

All these signs and movements that the person acquires and learns during the first part of his or her life

¹ Knapp, Mark . La Comunicación No Verbal, Holt Rinehart and Winston , New York, 1978, p. 65.

are developed and consolidated by his or her surrounding and culture during his or her whole life.

Likewise, Pitcairn and Eibesfeldt say,

“Si pensamos en la larga historia filogenética que ha determinado nuestra actual condición anatómica, fisiológica, bioquímica, resultaría sencillamente asombroso que la misma no afectara también nuestro comportamiento”¹

As Pitcairn and Eibesfeldt affirm, we have seen through human history all the changes and cultural evolution of human kind. This evolution has divided and organized the world into different areas with their own cultures, languages, races, and beliefs, which, even without people's awareness, guide and rule people's thoughts and behaviour.

The emission and understanding of non-verbal messages is highly influenced by the culture the speaker belongs to. It happens mainly with the emblems that are part of one's culture. Misunderstanding of them can be due to the differences of non-verbal communication between different cultures. The same happens with the

¹ Ibid, p.47.

other kinds of non-verbal communication. As Erkman and Friesen suggest,

“No hay duda de que gran parte de nuestro comportamiento no verbal tiene tanto aspectos innatos como aprendidos, la imitación inclusive”¹.

Sometimes, we see that when smiling, a child has the same gesture than her or his granny; we can think that this is an inherited behavior. However, there is a big question of when a behavior is inherited or learned and we cannot find a single answer for all the cases, but when we refer to non-verbal conduct, it might be better to treat each case separately depending on the circumstances.

As a conclusion, we can confirm that the emission and understanding of non-verbal messages vary from one culture to another, and misunderstanding or confusion may occur due to lack of contact with the other culture. As this happens, it is important as language teachers to include the teaching of culture and non-verbal messages to our students.

¹ Ibid. p.48.

3.7 Non-verbal messages in the classroom

Not much research has been done in this field, but the question could be “why not?” Non-verbal communication, as we have seen, is part of the culture, and as language teachers, we are also in charge of teaching more about the culture of that language. It is important to clarify that English has its own variations due to the different countries that use it as a native language. In that case, teachers must be aware of these differences and similarities in non-verbal communication to guide their students in their uses. We as teachers should give more importance to the teaching of non-verbal communication in the classroom, as Simon Capper says,

“ While it is not surprising that linguistic and paralinguistic features are given prominence in language learning, nonverbal aspects seem to be almost completely neglected, surprisingly given the central role of NVC in face to face communication”¹.

Meanwhile, we can say that non-verbal communication has much to do with language as the verbal part that we teach. In addition to first language (L1) and second

¹ [http:// www. Yahoo. Non Verbal Communication and the Second Language Learning: Some Pedagogic Considerations](http://www.Yahoo.NonVerbalCommunicationandtheSecondLanguageLearning:SomePedagogicConsiderations)

language (L2), non-verbal communication classroom language has its own unique culture with non-verbal communication used in a different way to normal non-verbal communication. Also, as we have shown, non-verbal communication is part of us since we are born, and it can also be exploited with our language students.

It is easier to detect a student with non-verbal ability than with verbal ability at the beginning of a course. It is obvious that we are going to have more facility to convey meaning by a means different from words in a language-learning environment, because that was our first aid as babies when we were learning our mother tongue too. Just observe a baby when it is starting to communicate orally; it definitely has no doubts about taking advantage of the emission of non-verbal signs. If thought is the basis of non-verbal communication, we believe that it might be easier for a student to start to communicate in the second language. Therefore, it is important to provide the learner with this resource from the very beginning of his or her studies life.

Afterwards, as non-verbal communication has other functions than taking the verbal role, students may

become more proficient users of the second language. As Simon Capper states, it is generally recognized that in the paradigm of communicative competence, one requisite is the ability to adapt to the cultural norms of the target language group. It is also true that this ability requires competence in three communicative channels: linguistic, (grammar, vocabulary, etc.), paralinguistic, (prosody, intonation, stress, pitch, etc.) and non-verbal (body language, gesture, etc.)

As we have seen in the classrooms, advanced students have high levels of grammar, vocabulary and understanding, but sometimes their communicative production is not very good. Sometimes, these students even have difficulty to be understood by native speakers. This is because they were not taught non-verbal ability. For instance, they can be talking with words, but the rest of their body does not help them to get the meaning across.

IV
Classroom
Research

IV Classroom Research

4.1 Description of the Observation

The observation was carried out in classes at the teenage level of the Catholic University. The study has been applied in the following levels: Basic, Pre-intermediate and Intermediate. The timetable of these levels is from five to six p.m. in the afternoons from Monday to Thursday. The classrooms are spacious and clear. The seating arrangement is semi-circular. However, the organization of the classrooms depends on the teachers.

We observed ten teachers. Eight of them are Ecuadorian and they are from Ambato. Referring to educational background, one of the teachers has a degree in Linguistics, four teachers have finished their studies in the Linguistics career, in this moment, two teachers are in the last semester of Linguistics, and one of them has a degree in other career, but she has finished the eight levels of English at the Catholic University. The only male teacher of the study works around eight years in the English department, one of the female teachers works around five years as a teacher, two teachers work around three years and the last three teachers work one year.

We also observed two native English Teachers, both have lived one year in our country. Neither of them have had teaching experience before starting to work at the Catholic University; it is important to mention that one of the native teachers has Ecuadorian relatives. Before we started the research, we asked them if they agreed to be observed, and fortunately, all teachers were willing to cooperate.

The students range from twelve to fourteen years old. They come from varied social classes and different high schools such as, Pio X, La Inmaculada, Santo Domingo, San Alfonso, and Atenas.

We were interested in finding out whether teachers and students used non-verbal communication and how they used it. We wanted to formalize the usage of non-verbal communication by teachers and students at the Catholic University.

We used observation sheets as a tool to observe the lessons and development of teachers and students; besides, we applied a survey among the different teachers of the teenage level; this survey gave us an idea of the teachers' reflections about their use of non-verbal communication in the classroom. In addition, in order to have a wider observation, we used a video camera and took some photographs to be analyzed later more precisely. However, as we

entered in the classrooms, our presence changed the behavior of students and teachers, which is a big limitation because some teachers and students felt uncomfortable due to the presence of cameras. Our presence and the recording itself distracted some others. In other cases, teachers asked if they could help us to find what we were looking for with the observation to proceed in that specific manner. However, we recommended that they act normally otherwise this could have affected the research. On the other hand, we could not have entered in the classrooms if teachers were not aware of the purpose of study. In spite of our efforts to do an objective observation, we have had other limitations, especially time and duration of the course. It is important to mention that the research was affected by teachers attitudes at the end because they did not cooperate for the last observations.

4.2 Observation Results

4.2.1 Observation of Use of Non-verbal Communication by Ecuadorian Teachers in the Institution

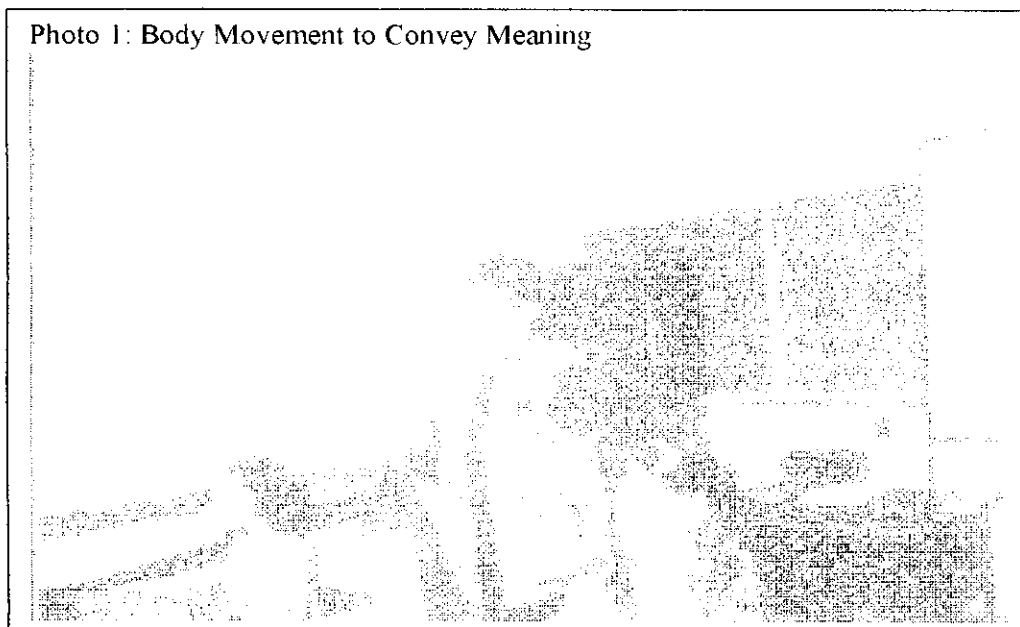
For observation sheets number one and two (see annex 1 and 2), we employed a rating scale, where one is the minimum use of that kind of non-verbal messages and five is the maximum. We listed nine categories to discover movements of the body for kinesic

behavior including gestures, posture, movement of the hands and head, as well as facial expressions. Also, eye movement such as gaze and eye contact were included. In addition, we were interested in extra sounds, voice inflection, pitch, juncture, stress, intonation that teachers use to emphasize meaning in language use in the classroom. Furthermore, we looked out for proxemics of teachers in relation to students. In addition, it was important to realize the amount of use of Ecuadorian or English non-verbal messages by teachers in the classroom. Finally, we observed the use of Haptics.

There are certain differences and some similarities between Ecuadorian non-verbal communication and English non-verbal communication. For example, we can refer to the American English that is one variation of the English language; to give an example of non-verbal communication in an English community, we can mention space, as Deena Levine and Mara Adelman say, in a social conversation it is about an arm's length to four feet, less space will mean aggression or intimacy. On the contrary, in the Ecuadorian culture, distance is not so important for interaction.

In observation sheet number 1, we refer to nine categories of non-verbal communication from a language classroom point of view. From the observation sheet number 1, we can summarize the following results (see Annex 5 – Table 1).

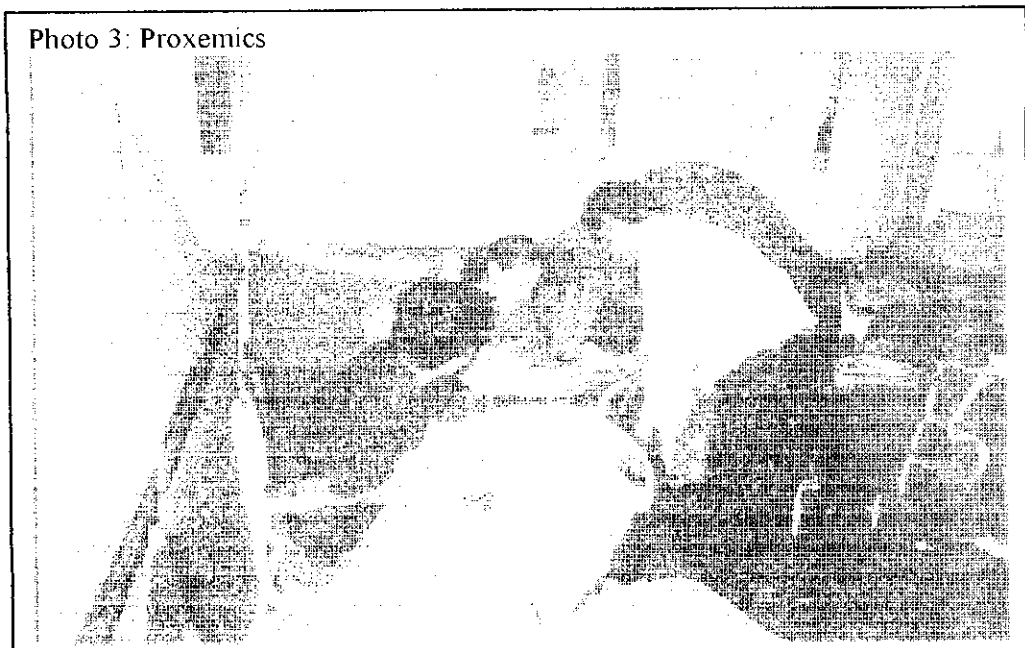
In the first category that refers to body movement, we were interested in the movement of the hands, fingers, arms, head, and the complete body, as an aid to express meaning. We found that almost all the time, half of the teachers use body movement, two teachers use it sometimes, and the other two use a minimum of body movement to convey meaning (see photo 1).



In the second category that refers to all the use of paralinguage (L2), this means all things that are done with voice other than making words; we looked for inflection of the voice, pitch, tone, as well as hesitation, approving or disapproving sounds. In this category, we found that just two teachers use paralinguage (L2) almost all the time. Another five use it sometimes, and one teacher does not use it.

In the third category, that is proxemics in relation to students, we searched for use and perception of personal space that teachers have with their students. The results show that only one teacher gets very close to his students. And four teachers, who are half of the teachers observed, have a high tendency to approach their students. Two teachers just sometimes get close to the students, and one teacher almost never gets near his students (see photo 2 below and 3 page 45). We are concerned that this behavior is ruled by Ecuadorian culture, where people approach more, as well as teachers' personalities.

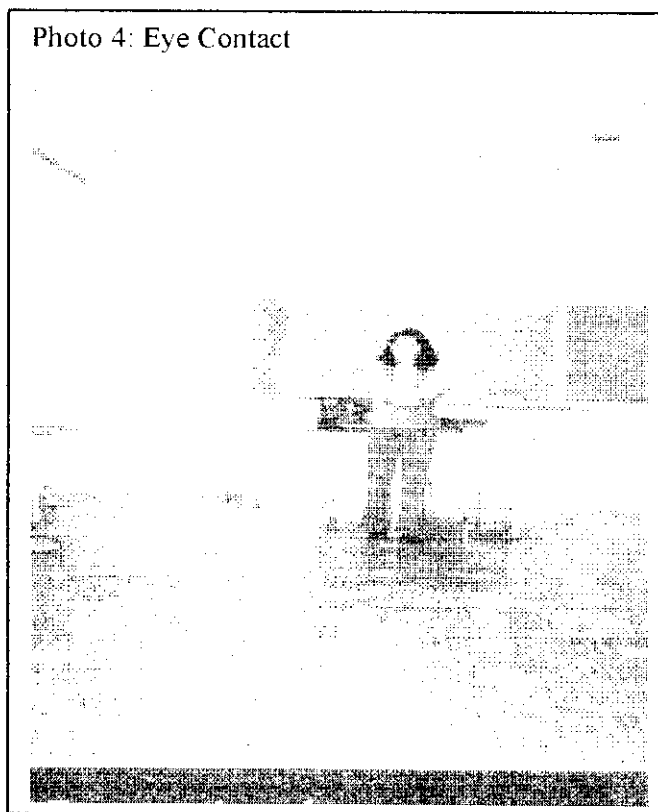




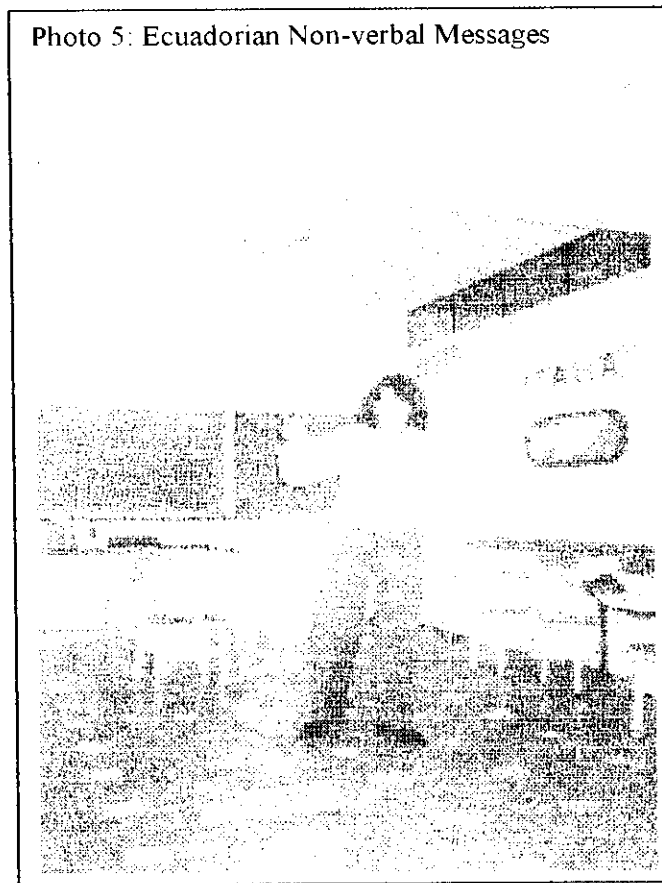
In the fourth category, we tried to find the facial expressions teachers use to complement what they express verbally. We found that half of the teachers use facial expressions as a common tool to complement their instructions or explanations. Two teachers do not use facial expressions very much; and the other two rarely exploit them.

In the fifth category, we observed the use of gaze and eye contact to call the students' attention, to provide feedback, or even to maintain a relation with students (see photo 4 page 46). The results show that one teacher uses gaze and eye contact all the time. Three teachers take advantage of gaze and eye contact most of

the time, and half of the teachers sometimes use this kind of non-verbal communication.



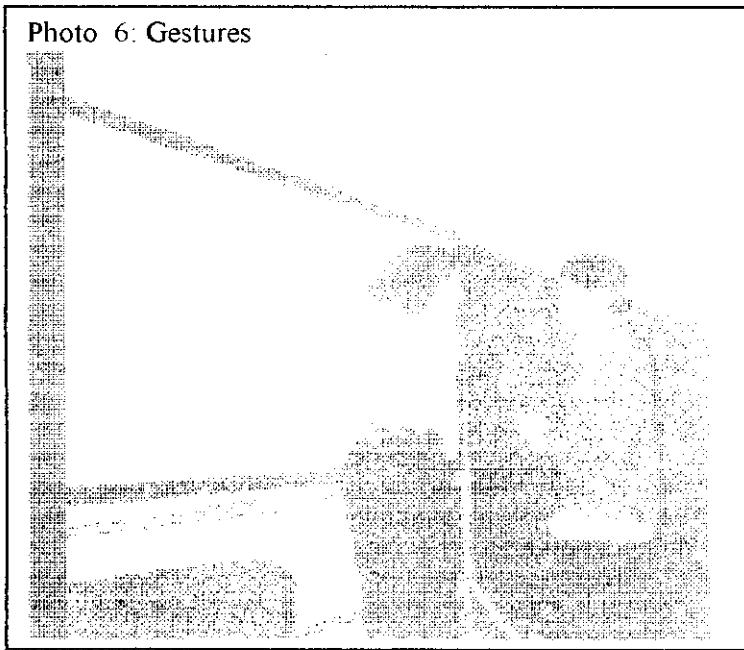
The sixth category refers to Ecuadorian non-verbal messages that are used by teachers. We found that six teachers sometimes use this type of messages. The other two do not use them very often (see photo 5 page 47).



The seventh category is English culture non-verbal messages. Here we refer especially to Paralanguage (L2), and the use of emblems (L2). This category shows that two teachers use them occasionally. On the other hand, three teachers seldom use them. Finally, we can see that three teachers never use English culture non-verbal messages.

In Gestures (refer to page 25), we found that one teacher uses gestures all the time. Two other teachers use gestures very often. Another two use gestures sometimes (see photo 6, page 48). Another

one does not utilize them very often. The last two hardly ever use gestures.



In the last category, which is Haptics, we found that seven teachers never use touch in relation to students, and only one hardly ever uses it.

There is a general tendency among Ecuadorian teachers not to use non-verbal communication very often. We are aware that it can be due to lack of training on appropriate use of non-verbal messages in the classroom, meanwhile teachers are not conscious of their value, or teachers' personality. Only a minority of teachers take good advantage of non-verbal communication. In spite of all teachers have a good English teaching training, they do not use

classroom non-verbal communication very often. Based on the survey (see annex 4), we can assure the tendency of teachers to use or not to use non-verbal communication due to their own assumptions of importance or lack of it for the teaching practice.

In addition, we used observation sheet number three (see annex 3) for establishing the purpose of the use of non-verbal communication in the classroom. We listed nine categories that are related to non-verbal communication language classroom, First language (L1) and Second language (L2), which are:

1. Avoid confusion of messages
2. Control the situation
3. Complement verbal communication
4. Replace verbal communication
5. Reveal emotions of the sender
6. Reveal specific feelings about the topic
7. Call the students' attention
8. Approve and encourage students
9. Provide feedback

These nine categories are classified as follows:

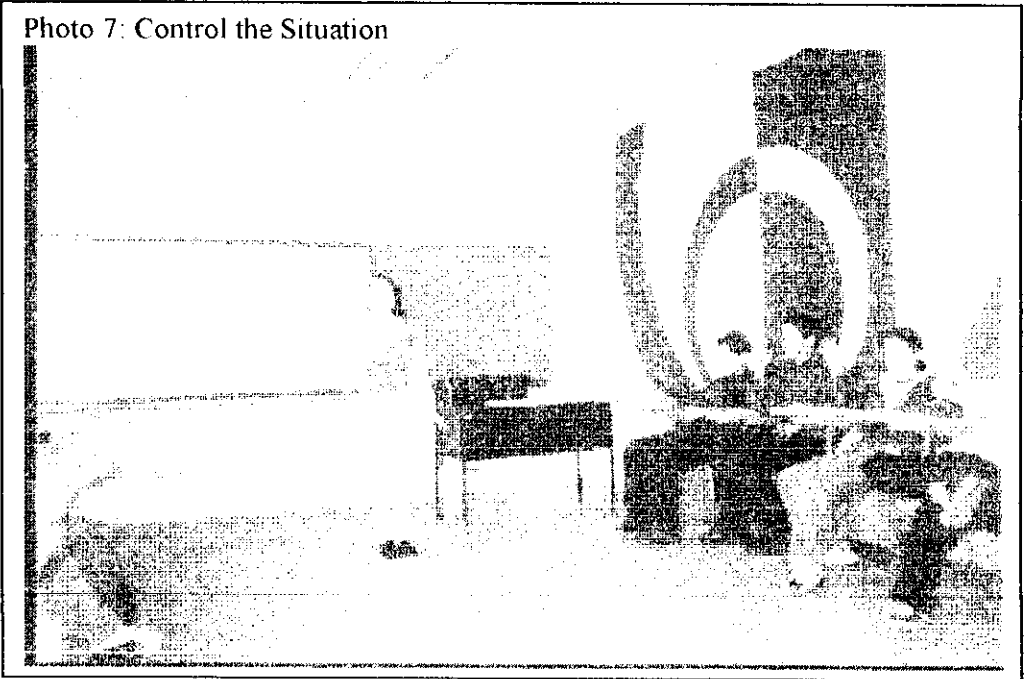
First Language	Second Language	Language Classroom
Avoid confusion of messages	Avoid confusion of messages	Avoid confusion of messages Control the situation
Complement verbal communication	Complement verbal communication	Complement verbal communication
Replace verbal communication	Replace verbal communication	Replace verbal communication
Reveal emotions of the sender	Reveal emotions of the sender	
Reveal specific feelings about the topic	Reveal specific feelings about the topic	
		Call the students' attention
		Approve and encourage students
		Provide feedback

From observation sheet number 3 we can summarize the following information. The data is presented in Table 2 (see annex 6).

To avoid confusion, half of the teachers use a minimum of non-verbal messages; three of them almost do not use them at all. And, only one of them uses non-verbal messages a lot in this category.

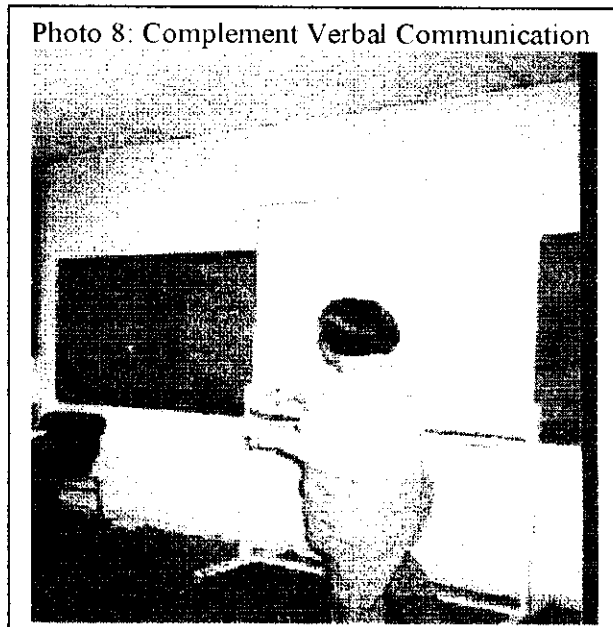
To control the situation, it is surprising that three teachers never use non-verbal messages. Two others do not use them very often. Another two almost never try them (see photo 7, page 51).

Photo 7: Control the Situation



To complement verbal communication, there is a good use of non-verbal messages. For instance, two teachers use them all the time; one, most of the time and four sometimes (see photo 8).

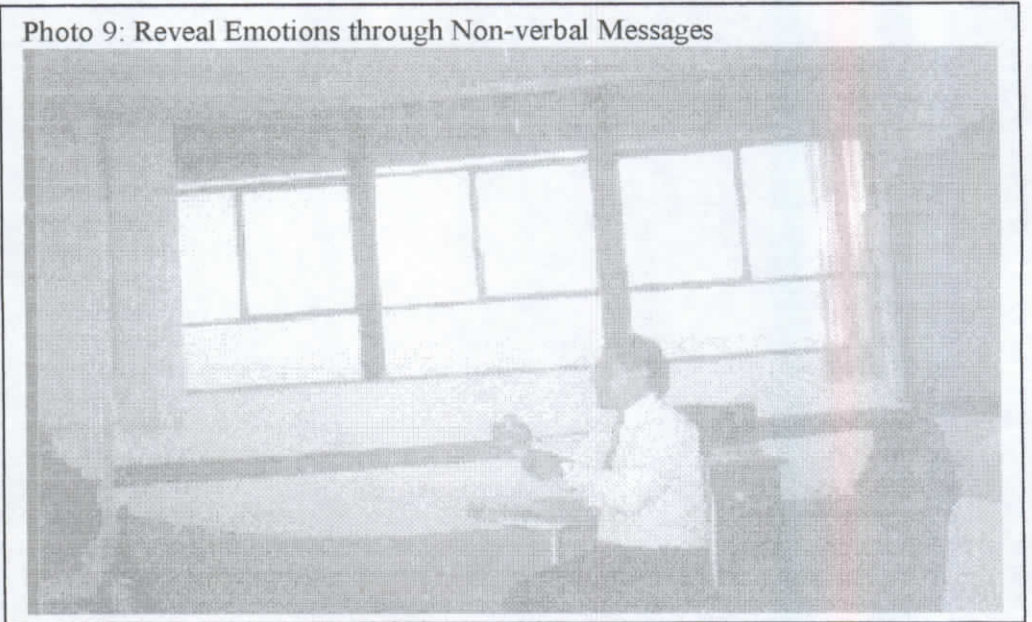
Photo 8: Complement Verbal Communication



To replace verbal communication, teachers do not take advantage of non-verbal communication very often. Just two scarcely use it.

In the fifth category, only two teachers reveal their emotions through non-verbal messages. All the rest almost do not show their emotions non-verbally (see photo 9).

Photo 9: Reveal Emotions through Non-verbal Messages



Similarly, five teachers do not reveal their feelings with non-verbal messages, and three of them do not do it at all.

To call the students' attention, five teachers use a bit of non-verbal messages, whereas three of them never utilize them (see photo 10, page 53).



There is one teacher who always uses non-verbal messages to approve and encourage her students. The other seven teachers use a minimum of non-verbal messages for this purpose (see photo 11).

Photo 10: To call students' attention

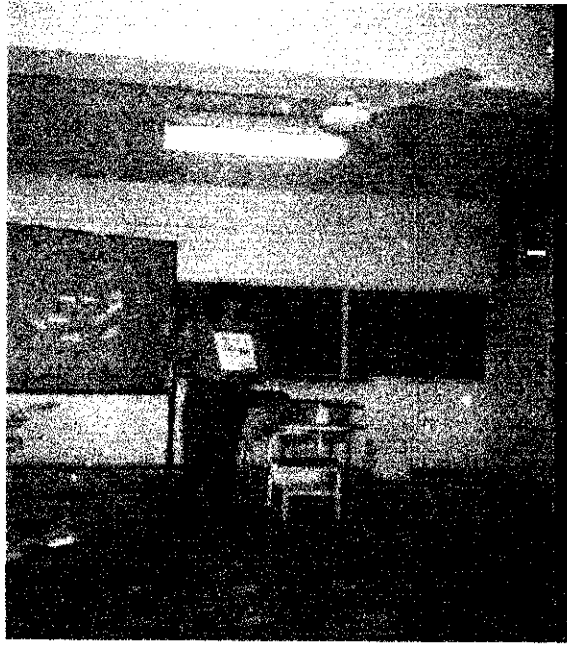


Photo 11: Non-verbal Messages to Approve and Encourage Students



Unfortunately, in the last category, teachers do not seem to be interested in providing feedback, taking advantage of non-verbal messages.

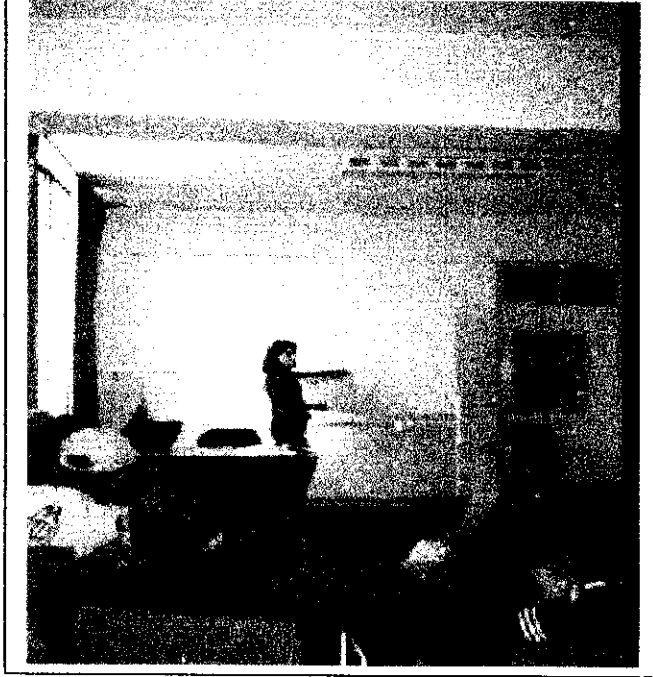
As a summary, we can conclude that most of the teachers do not use non-verbal messages as a tool in their classes.

4.2.2 Observation of the Use of Non-verbal Communication by Native English Teachers in the Institution

For this purpose, we used the same observation sheets as with Ecuadorian Teachers. The results we found in Observation sheet number 1 are listed in Table 3 (see annex 7):

In the first category, we found that one teacher almost does not use body movement. The other one uses body movement quite a lot (see photo 12, page 55).

Photo 12: Body Movement – Native Teachers



In the second category, we observed that one teacher does not use much paralinguistic; whereas, the other one uses paralinguistic very frequently.

In the third category, we found that native teachers do not get very close to their students; on the contrary, we found that one of them never moves from the space around her desk (see photo 13, page 56).

Photo 13: Proxemics



In the fourth category, we observed a contrast between both native teachers. One of them uses a lot of expressions on her face, but the other rarely uses it (see photo 14 below and 15, page 57).

Photo 14: Facial Expressions

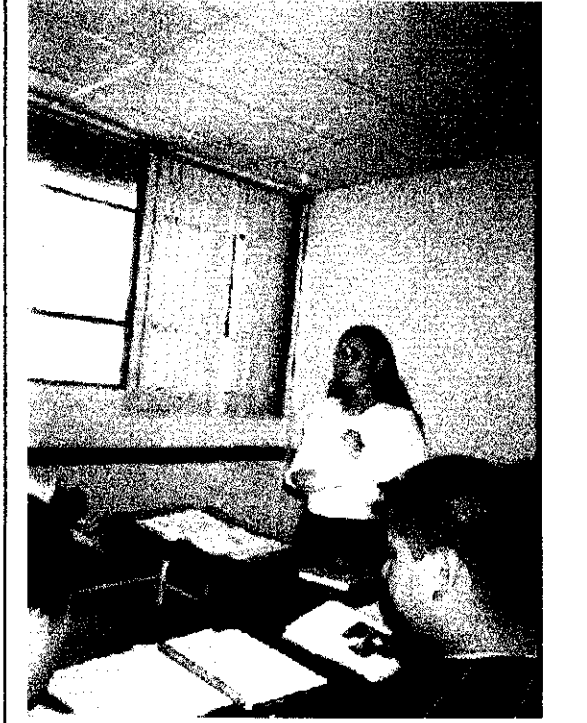


Photo 15: Facial Expressions



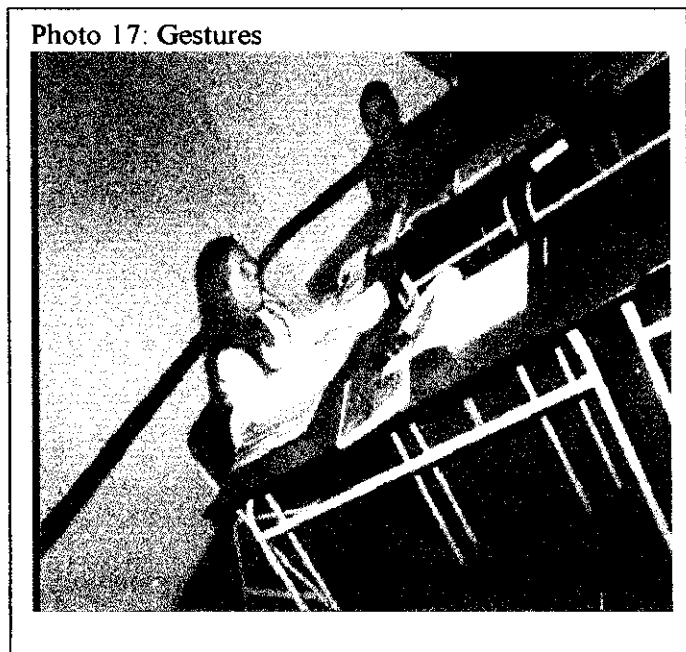
In the fifth category, we realized that both native teachers always use gaze and eye contact (see photo 16)

Photo 16: Gaze and Eye Contact



The use of Ecuadorian Culture non-verbal messages did not emerge in either native teacher classroom. We are concerned that it can be due to the lack of time that they have been in the country. On the other hand, the use of English culture non-verbal messages is high for one of the teachers; however, the other one makes use of them only sometimes; as we mentioned before, it can be due to personality as well as lack of teaching experience and training.

In the eighth category, we observed that one teacher uses a lot of gestures during the whole lesson (see photo 17). But, the other one does not use gestures very often.



In the last category that is Haptics we found that none of the teachers never touch students.

As a conclusion, one of the teachers uses a lot of non-verbal messages in the classroom, but the other one uses them sometimes.

In observation sheet number 3, the categories are the same as the ones used with Ecuadorian teachers. We summarize the information of this observation sheet in Table 4 (see annex 8).

The results show that one of the native teachers uses non-verbal messages all the time, whereas the other teacher does not show non-verbal messages very frequently.

4.2.3 Observation of Use of Non-verbal Communication by Students

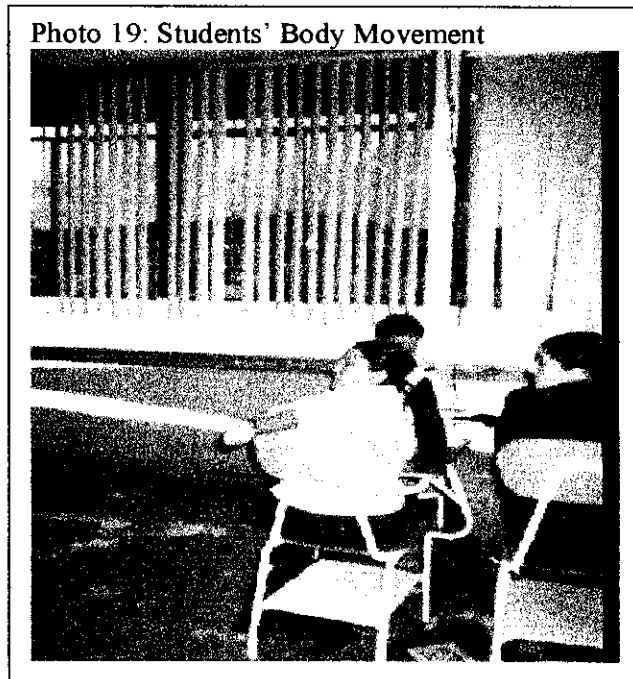
In order to analyze the use of non-verbal communication by students, we used the same observation sheets as with Teachers. The observations were applied to four students of each of the courses of the teenage program in levels 1,2,3,4 and 5. It is important to mention that two of these levels have two courses. The results we found with Observation Sheet number 2 are listed in Table 5 (see annex 9). We did not consider telling students about the

purpose of our research because it could have influenced students' attitudes and therefore the results. In addition, we did not take into account the possibility to have a control group.

In the first category, we found that most of the students do not make enough use of body movement. The other ones use body movement quite a lot (see photo 18 below and 19, page 61).

Photo 18: Students' Body Movement





In the second category, we observed that the majority of students do not use paralanguage, and just a minority of students in the higher teenage levels use it frequently.

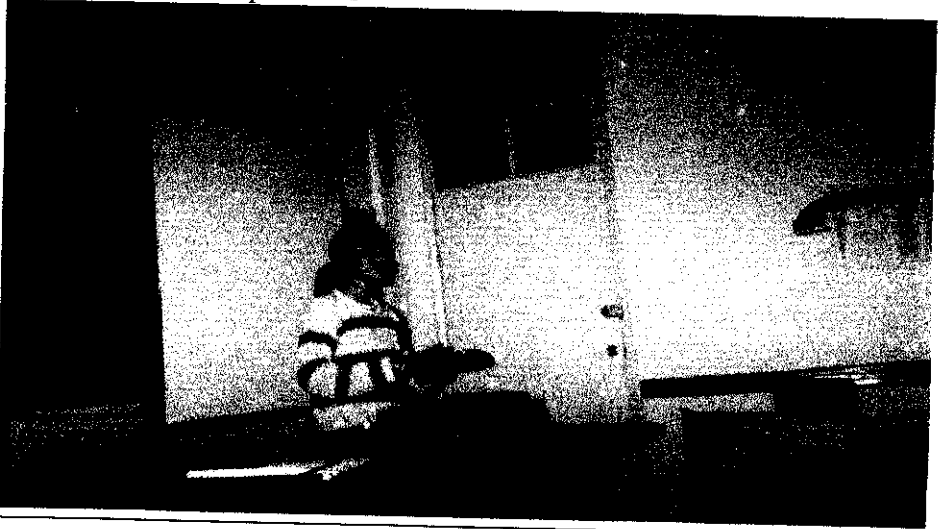
In the third category, we found that students get very close to their classmates and to their teachers; on the contrary, we found that few students do not approach their teachers too much (see photo 20, page 62).

Photo 20: Proxemics



In the fourth category, we found that a majority of students use a high range of facial expressions with respect to each other and teachers. On the other hand, less than the third part of students observed did not use expressions very often (see photo 21).

Photo 21: Facial Expressions



In the Fifth category, the great majority of students use gaze and eye contact a lot especially when they receive instructions or explanations (see photo 22). Just six of the twenty-eight students observed do not take advantage of this type of non-verbal message. This is probably because of the different learning styles. For instance, we can say that a visual learner has a need to see the teacher's face, whereas an auditory learner does not need to use his or her sight because rhythm and sound compensate it. The same happens with a tactile learner that compensates sight with the use of his or her hands or a kinesthetic student who makes better physical tasks.

Photo 22: Eye Contact and Gaze



The uses of Ecuadorian culture non-verbal messages are those that appear more constantly with students. However, students at these levels do not seem to be familiar with the use of English non-verbal messages.

In the eighth category, we observed that most of the students do not use many gestures, and just ten of them use them when they speak.

In the last category, we found that students use a lot of Haptics but only referring to their First Language (L1).

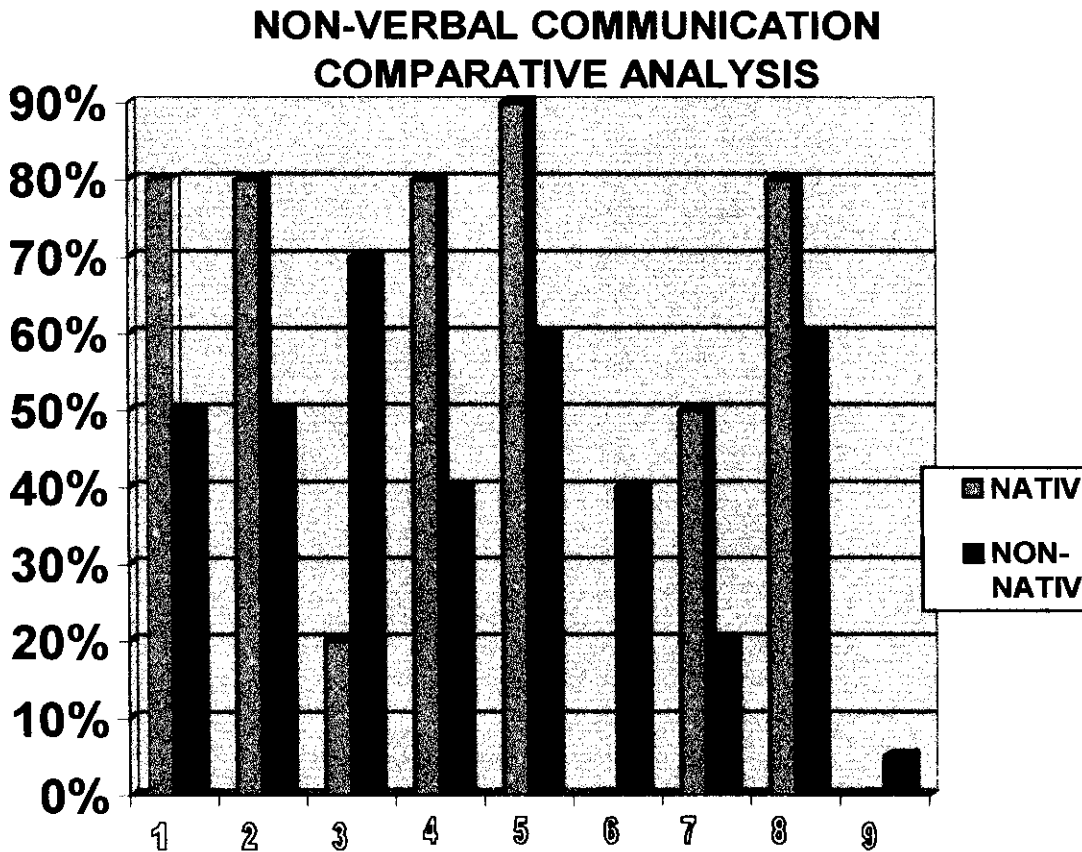
As a conclusion, we can say that students use non-verbal communication by themselves (L1), but not because they are guided by their teachers. That is the reason why students use more Ecuadorian non-verbal messages (L1) rather than the ones of the language they are learning (L2).

4.2.4 Comparative Analysis between Native and Non-Native Teachers

After observing both groups of teachers and using the surveys, observation sheets, video recordings, and photographs, we found the

following results which are summarized in the next graph: Non-verbal Communication Comparative Analysis (graph #1) .

In this graph, the vertical axis represents the percentage of use of non-verbal communication by teachers, and the horizontal



- | | |
|---|---|
| 1. Body movement to convey meaning (L1,L2,LC) | 5. Eye Contact and Gaze(L1,L2,LC) |
| 2. Paralanguage (L2) | 6. Ecuadorian Culture Nonverbal Messages (L1) |
| 3. Proxemics in relation to students (LC,L2) | 7. English Culture Nonverbal Messages (L2,LC) |
| 4. Facial Expressions (L1,L2) | 8. Gestures (L1,L2,LC) |
| | 9. Haptics (L2,LC) |

represents the different categories that we applied for our observations. In order to analyze the categories, we considered classifying them in First Language (L1), Second Language (L2) or Language Classroom (LC) depending on the circumstances of their use.

Category number one is Body Movement to convey meaning. The results show that native teachers use a little more movement than non-native teachers. The use that native teachers make of their body is especially to accompany their normal speech in order to complement the verbal communication, and reveal specific feelings about the topic. On the other hand, Ecuadorian teachers use non-verbal communication mainly to control the situation, to approve and encourage students, provide feedback and just sometimes to reveal the emotions of the sender.

Category number two is Paralanguage. The graph indicates that native teachers have more tendency to take advantage of paralanguage than non-native teachers do. Native teachers use more intonation, pitch, inflection of the voice, and juncture in their normal speech. On the contrary, non-native teachers use less paralanguage in their speech. Non-native teachers tend to use more paralanguage in speaking practice in the classroom.

Category number three is Proxemics in relation to students. Native teachers do not approach their students very frequently neither so close, as we mentioned before because of cultural influence. In contrast, non-native teachers approach students very often, and there are certain cases when they go very close to their students for checking what they are doing, for providing feedback, for controlling, and also to call students' attention.

Category number four is Facial Expressions. In this category, we found an extreme difference. Whereas native teachers use facial expressions as one of their main tools, non-native teachers do not take account of facial expressions very much. The main uses that native teachers give to their facial expressions are to avoid confusion of messages, control the situation, complement verbal communication, replace verbal communication, reveal emotions of the sender, reveal specific feelings about the topic, call the students' attention, and provide feedback. On the contrary, Ecuadorian teachers use non-verbal communication for calling students' attention, approving and encouraging students, and providing feedback.

Category number five is Eye Contact and Gaze. Native and non-native teachers use it a lot for providing feedback and controlling the situation; also, sometimes for calling students'

attention. However, as it has been observed in the graph, native English teachers use it more than non- native teachers.

The sixth category that we refer to in this graph is the use of Ecuadorian cultural non-verbal messages. Native teachers do not use them. In contrast, non-native teachers have a tendency to use non-verbal messages of their own culture(L1).

Category number seven is English culture non-verbal messages, which is the most important for us. Unfortunately, Ecuadorian teachers do not use many of them. Similarly, one of the native teachers does not exploit them; whereas, the other teacher demonstrates a lot of use. This is due to the fact that they have very different personalities.

Category number eight is Gestures. Native teachers apply them quite a lot and are used to avoid confusion of messages, complement the verbal communication and reveal the emotions of the sender. Likewise, non-native teachers show a lot of gestures.

Category number nine is Haptics. We found that neither Ecuadorian teachers nor native teachers use it as a common practice for classroom management.

4.3 Observation of the Use of Non-verbal Communication Language Classroom to Increase the Level of Students' Understanding

4.3.1 Description of the Observation

In order to measure students' understanding through the use of non-verbal communication in the classroom, we did not count on acceptance by teachers of the institution; therefore, instead of nine, just two teachers were observed. Despite that, we decided that we could proceed to do the research in our own classrooms with the risk of not finding accurate results, due to the reduced size of the sample.

The total number of students observed for the study was twenty-eight divided into two classrooms, one with fifteen students and the other with thirteen students. The classes observed correspond to the second and third levels, where teachers knew the purpose of the study. Students did not know the purpose of study.

For the observation purpose, we used a tally sheet to measure the students' understanding with the use or without the use of non-verbal communication by teachers. This tally sheet

contained five categories that are part of language classroom (see Annex 15).

The process for the observation was to give an instruction without the use of non-verbal communication and immediately ask students to raise their hands if they understood the instruction; consequently, the results were marked. Subsequently, the same instruction was given using non-verbal communication as a tool to complement or clarify meaning and, as before, the results were marked immediately, asking students to raise their hands if the instruction was understood.

As we mentioned above, one of the limitations for this observation was the lack of cooperation by the other teachers who were observed before. The second limitation was that we ourselves were in charge of marking the results and we were not only observers, but also part of the observation. Another limitation was that students realized the purpose of the study when they were asked about their level of understanding, and even when we asked them to be honest, they could have lied.

4.3.2 Observation Results

In order to analyze the results, we summarized the information in Table 6 (see Annex 17). The following is an explanation of the results.

In the first category, which is lesson presentation, we found that 5 students, that is 17% of the students observed, understood the instructions without the need of non-verbal communication to clarify meaning. In the same category, we found that 23 students, which is 82% of the students observed, understood the lesson presentation with the use of non-verbal communication.

In the second category, which is general classroom management, we found that 4 students, that are 26% of the students observed, understood the instructions without the need of non-verbal communication. In the same category, we found that 25 students, that are 89%, understood the instructions with the use of non-verbal communication.

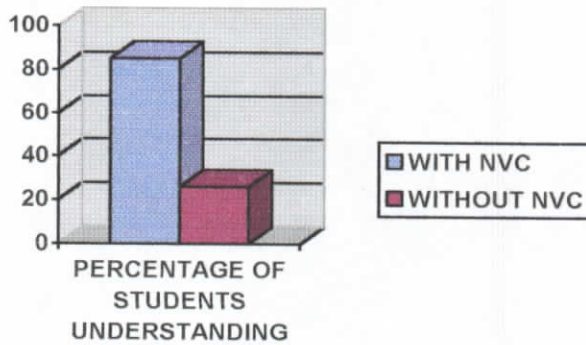
In the third category, which is Start- Finish an activity, we found that 7 students, that is 24% of the students observed, understood the instructions without the need of non-verbal communication. In the same category, we found that 28 students,

which are 100%, understood the instructions with the use of non-verbal communication.

In the fourth category, which is group work arrangement, we found that 9 students, which is 45% of the students observed, understood the instructions without the use of non-verbal communication. In the same category, we found that 18 students, which are 63%, understood the instructions with the use of non-verbal communication.

In the last category, which is homework- class instruction, we found that 5 students, that is 18%, understood the instructions without the use of non-verbal communication. In the same category, 26 students, which is 93%, understood instructions with the use of non-verbal communication.

The following graph summarizes the results (graph #2, page 74):



4.4 Observation of the Application of Activities to Motivate Students

For the observation of activities, we applied four of the activities described in Chapter 5 (refer to page 76). The total number of students observed for this purpose was the same as for the non-verbal communication classroom language. The classes observed were the same too; meanwhile, teachers knew the purpose of the research. Students only knew the purpose at the end of the lessons where activities were carried out, because they were asked to write if they liked the activity or not, or if they would like to repeat the activity some day. If the answer was affirmative, we assumed that the students' motivation had increased. Finally, we collected the papers and summarized results on the Observation Sheet designed for this purpose (see annex 16).

As we mentioned above, one of the limitations for this observation was the lack of cooperation by the other teachers who were observed before. This was because it was hard for them to include the activities due to a lack of time in the lesson period; in addition, teachers had to conclude the program of studies and units assigned in the textbooks.

A strong point in the research was that students voted secretly and did not feel the pressure of teachers. In addition, another advantage of this observation was that teachers could mark the results at their own pace at home.

4.4.1 Observation Results

On the first day, we applied the activity “Lost Voices”(refer to page 77); from the observation, we found that 24 students, which is 85%, were motivated with this activity.

On the second day, we applied the activity “Action Chains” (Refer to page 78), and we found that 20 students, which is 71%, were motivated with this activity.

On the third day, we applied the activity “I’m Your Mirror” (refer to page 82), and we observed that 26 students, which is 93%, were motivated with this activity.

On the last day, we applied the activity “Do your Role” (refer to page 81), and we found that 24 students, which is 85%, were motivated with this activity.

As a summary, we can state that the application of activities was successful and motivating for students of the teenage level.

V

Teaching Non-verbal
Communication through
Activities

V. Teaching Non-verbal Communication through Activities

We considered the implementation of activities for helping teachers and students to take advantage of non-verbal communication. For this purpose, some activities were researched and adapted them from different sources and some others were created.

There are different types of activities for enhancing non-verbal communication, which can be applied for different purposes in the classroom. Some activities are good for grammar, others for vocabulary and others for different skills. In addition, such activities are good for developing such different kinds of non-verbal communication, as gestures, body movement, proxemics, paralanguage, gaze and facial expressions. Besides, some activities can be applied for different levels of difficulty.

5.1 Activities

The following sets of activities are designed for helping teachers who are interested in taking advantage of non-verbal communication as a tool for the teaching-learning process.

5.1.1 General Non-verbal Communication Activities

Activity N° 1 – Lost Voices

Source: Language Teaching Games and Contests, p.157.

Level: Basic, Pre Intermediate and Intermediate

Age: Any

Objectives:

- a) Asking questions
- b) Using gestures, body movement and paralanguage

Description of the Activity:

This activity can be applied to the whole class, groups or pairs. Basically, students lose their voice and try to communicate using gestures. Teachers need to write on a piece of paper what students have to say; this has to be very clear and specific. The text of the activity depends on the current grammar or function studied. Students must be given time to prepare the miming in order to be clear about what they are going to express. While the student is miming the text, his or her classmates have to ask questions until somebody guesses what he or she is trying to convey. It is important that students provide complete sentences and not only words. In this activity, the teacher is an observer; however, it is recommended

that he or she take notes of any structural or vocabulary mistake to correct later.

Activity N° 2 – Action Chains

Source: Language Teaching Games and Contests, p.150.

Level: Basic, Pre Intermediate and Intermediate

Age: Any

Objectives:

- a) To practice one use of the simple present and adverbials
- b) To use Body movement and Gestures

Description of the Activity:

Action Chains are a series of activities that belong to one situation. Certain action chains can be mimed, and the game is to get the items in the right order. In this game, groups mime certain activities and the rest of the class has to guess each activity: for example: getting up in the morning (I wash, dress, go down stairs, have breakfast, put on my coat). The teacher's role in this game is as a helper. He or she has to provide help with vocabulary or guidance.

Activity N° 3 – Performing Tasks

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) To use non-verbal communication such as body movement, gestures, touch.
- b) To discuss in groups
- c) To associate non-verbal communication with certain categories provided.

Description of the Activity:

This activity is taken from the book Communication Vibrations written by Larry Barker.

The group is instructed to limit all communication to nonverbal behavior. The group performs a task, such as putting a puzzle together or baking cookies. (Facial expressions, touch, and body language can all be used to communicate the message). Each player should have a code sheet for recording the information about other participants. All group members should agree upon the categories that are to be used for the game. There are 15 categories for example: color, shapes, flowers, dancing, fruits. In some cases the group may decide to code only six or seven categories. Each player should then go through each category and choose the most appropriate picture for each player, including himself (for example, if

a person feels that red is the color for player A, he will record an A under category one-color). After this process is completed, each player will take an individual summary sheet and record others codes, along with his own self-codes. This can be accomplished by passing the coding sheets around the group. Discussions should focus on the particular non-verbal behaviors that contributed to the perception of a player by other players. (See sample of activities in annex 13).

Activity N°4- Let's tell a story

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) Students are able to develop their imagination.
- b) Students will associate what they imagine with body movement.
- c) Students develop language skills to express ideas and feelings.

Description of the Activity:

The teacher will explain students that they are going to invent a group story in the following way:

The story could begin with “Once upon a time there were huge trees.... Students will be asked to continue the idea adding some phrases and accompanying them with body movements simultaneously. All students will continue in that way telling the story. The most important is avoiding interruption in the narration in order to maintain the interest and attention in the narration.

Activity N° 5- Do your ROLE!

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) Students practice body movements and paralanguage.
- b) Students associate sounds and movement with the verbal message.

Description of the Activity:

Teacher divides the class in two groups. He or she will explain that each group will be in charge of a different role. One group will emit sounds and the other one will express the ideas using body movement. After that, students will act one by one the part in charge (See annex 14).

Activity N° 6 – Anecdotes

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) Students will use body movement and paralanguage to replace the verbal communication.
- b) Students will share experiences about past events.
- c) Students will use the past tense to guess what the others describe.

Description of the Activity:

Teacher will be in charge of creating a nice environment for developing this activity spontaneously and easily. First, teacher asks students to tell any anecdote that they have had in their life. Then students will be in charge of representing each others' anecdotes using body movement and sounds.

5.1.2 Activities to train students in the use of L2 Non-verbal Communication

Activity N°7 – I'm your Mirror

Level: Basic and Pre Intermediate

Age: Any

Objectives:

- a) Use adjectives in context
- b) Use and read gestures and body movement

Description of the Activity:

Students do this activity in pairs. Before starting, the teacher puts a picture with a sentence on the back of each participant. Then, students get in pairs and mime and use intonation to express the sentence that the other has. The other person has to guess the sentence using the intonation and gestures as cues. The role of the teacher in this activity is a controller. He has to go around the class checking that students do the activity correctly.

Activity N° 8 – Reading - Role Plays

Level : Intermediate

Age: Any

Objectives:

- a) To develop reading skills and techniques
- b) To acquire vocabulary
- c) To apply gestures, body language, paralanguage, proxemics
(they depend on the reading content)

Description of the Activity:

Teacher provides the reading (see annex 10) about cultural matters. Students read and understand the text, then discuss it. Afterwards, teacher tells students to represent the reading as a role-play using non-verbal communication. Then, students rehearse it while teacher helps them with non-verbal applications. Finally, students present it.

Activity N° 9 – Pictures Analysis

Level: Pre- Intermediate and Intermediate

Age: Any

Objectives:

- a) Develop speaking skills
- b) To be aware of Intercultural facts

Description of the Activity:

First, students are arranged in groups, and then teacher provides pictures of people in different postures and gestures (See annex 11). Students analyze them and discuss what they can infer from the different pictures. After that, they are asked to present their points of view and ideas. At the end, teacher gives feedback of what is really happening in each photograph.

Activity N° 10 – Matching of Pictures and Expressions

Level: Basic

Age: Any

Objectives:

- a) Talk about likes and dislikes
- b) Match expressions with pictures

Description of the Activity:

As this activity is for matching expressions and faces, this will be presented on the board. For this purpose, it is necessary to have three different pictures of faces and labels with the different expressions. Teacher elicits ideas and opinions from students about pictures. After, he or she presents the expressions that they will associate with the pictures. Randomly, students will go to the board and match the expressions and pictures at the same time they will say the expressions using the gestures. Finally, students and teacher check them.

Variation

Using more pictures, there can be a competition in groups. Teacher gives time to match the expressions and pictures for each group. If there is a mistake, teacher tells students how many labels are incorrect and gives extra time to put them in order. At the end, the winner is the group that made fewer errors.

Activity N° 11 – Video – Sound Off

Level: Intermediate

Age: Any

Objectives:

- a) Speaking practice
- b) Analyze non-verbal messages

Description of the Activity:

Students are divided in two groups. One group stays and watches the video with sound off, while the other goes out. Then, the other group comes in and listens to the video with the screen covered. Following this, students of both groups get together and figure out what happened in the scene. At the end, both groups get to an agreement and check their opinion with the video with sound on.

Activity N° 12 – Use Emotional Responses

Level: Basic and Intermediate

Age: Any

Objectives:

- a) To practice feelings
- b) To use non-verbal communication such as: gestures
- c) To mime the responses

Description of the Activity:

Teacher provides the following phrases:

Use emotional responses to complete adjacency pairs such as:

A: ". . . and then my dog died"

B: "Oh no! I'm sorry to hear that" (sadness and sympathy); or

A: "Hey, guess what . . . I'm getting married!"

B: "What?!" (surprise? shock? joy? anger?); or

A: "Where are the car keys?"

B: "Aren't they on the table? ah! here they are" (query, doubt, conjecture, relief).

Students are divided into two groups; both get the phrases one has to mime, and the other has to match the phrases. Teacher controls the situation, and helps students.

Activity N° 13 – Adjectives and Emotions

Level: Basic, Pre- Intermediate

Age: Any

Objectives:

- a) Students repeat adjectives in the manner of emotion
- b) Practice gestures to convey meaning

Description of the Activity:

Teacher provides the adjectives in flashcards with the pictures (see annex 12). Students read them. Then, they rehearse and present each adjective in the manner of emotion, i.e. saying 'sad' in a sad way, or 'bashful' bashfully.

Variation

- Students intone the words "yes", "no", "really", and "OK" in a wide variety of styles (ironic, sarcastic, interested, reluctant, enthusiastic, disinterested, etc.), accompanied by appropriate facial expressions and body language. Students should speculate as to what expression preceded it, ("What did speaker 'A' say?").

Activity N° 14 – Why are you looking at me?

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) Practice conversation with different context

- b) Have students make excessive eye contact or no eye contact at all.

Description of the Activity:

Students are given a topic to talk about. Then they are asked to mimic it. In the course of the conversation, they are asked to make excessive eye contact, or no eye contact at all. After it, have students report back on their feelings. Fieldwork might also include awareness of gaze and its role in turn taking.

Activity N° 15 – How do you feel?

Level: Basic, Pre-Intermediate, and Intermediate

Age: Any

Objectives:

- a) Students interview about personal topics.
- b) Students will use intense eye contact and proxemics.
- c) Students tell how they felt during the activity.

Description of the Activity:

Teacher will ask for two volunteers to go out of the class. Then he or she will explain the other students that they will be in charge

to interview their classmates. The class will be divided in two groups, each one to interview each student. The first using exaggerated eye contact and the other group using exaggerated proxemics. Of course, teacher will explain students in the classroom the purpose of this exercise and how to do it. After this, the two students get into the classroom one by one. The activity takes place and after they will be asked to share how they felt.

VI

Conclusions and Recommendations

VI. Conclusions and Recommendations

6.1 The use of non-verbal communication increases the understanding of English. As Deena Levine and Mara Adelman stated, 93% of communication is Nonverbal and 7% is Verbal. In addition, Mark Knapp mentions that babies understand and repeat non-verbal patterns very early in life. Also, as there are universal non-verbal signs, students can understand the use of gestures that are the same in the culture of the language they are learning, and their own culture. Meanwhile, it has been proven that students of a foreign language increase their understanding of the foreign language through the use of non-verbal communication.

In our research we found that students understood more when instructions were accompanied by use of non-verbal communication.

The use of non-verbal communication is highly recommended in the Teaching of English because it can arouse student understanding of the target language, especially for the basic levels. Furthermore, we assume that in higher levels, the use of non-verbal communication can function as a tool for

students to be understood by native speakers or people who speak the target language.

The limitation for this part of the observation was the reduced sample that we had. Therefore, we recommend further research with a bigger sample.

6.2 The use of non-verbal communication motivates students to use English in a fluent way. Observation in the classrooms where activities were applied, demonstrates that students who use and are exposed to non-verbal communication and activities are greatly motivated because it helps them to be understood easily. In addition, students feel more relaxed and they do not feel frustrated because of lack of understanding. They experience a better learning of the foreign language, thanks to the use of non-verbal communication as a complement for verbal communication.

In the activities that we applied in the classrooms, we found that students enjoyed them a lot. From the observation, we can report that motivation of students was increased during the application of activities.

On the other hand, we cannot assure that the use of non-verbal communication allows students to use English in a fluent way.

Meanwhile, we recommend the use of activities that increase the use of non-verbal communication as a means of relaxation and joy for students. Due to the limitation of our study, lack of time to implement the use of activities, we suggest doing further research on the use of non-verbal communication as a tool for students to use English in a fluent way.

- 6.3** The use of non- verbal communication avoids interruptions of communication processes. As we have seen in the classrooms, students can take advantage of non-verbal communication in order to transmit the message. Students use non-verbal communication as a tool to prevent a break in the communication process when they use body movement, gestures, eye contact, facial expressions, and others to help them to get the meaning across; however, as we have seen, teachers do not provide adequate training for the use of non-verbal communication in the classroom. On the other hand, not all the teachers use non-verbal communication as an instrument to explain a lesson and for classroom management.

We recommend teachers to develop the use of non-verbal communication (L2) in students; as a result, students and teachers can communicate with more competence in the target language in the classroom.

6.4 The use of non-verbal communication in the classroom is not given importance by teachers. Some teachers use non-verbal communication in the classroom sometimes; however, teachers are not aware of the use they make of it, and even less, of the importance of non-verbal communication in the teaching of a foreign language. We can support this with the answers obtained in the survey applied to teachers, where some teachers stated that they do not use non-verbal communication, when in the observations we saw they do it. In addition, these teachers considered that as they do not use non-verbal communication, it is not important as a teaching aid.

We recommend teachers to take into account the multiple functions that non-verbal communication offers for the teaching of English.

6.5 Non-native teachers do not use non-verbal communication (L2) in its potential capacity as native teachers do. Non-native

teachers do not apply non-verbal messages corresponding to the English culture, as they should do. Nevertheless, in our research we have found that both groups of teachers use non-verbal communication in their classrooms, but native teachers exploit non-verbal communication in bigger proportions. In fact, they take advantage of body movement, gestures, paralanguage, facial expressions and others related to the English culture, more than what Ecuadorian teachers do. We are concerned that lack of use of non-verbal communication (L2) is related to teachers' assumption of lack of importance of its use.

We recommend that non-native teachers should explore and exploit non-verbal communication in the teaching of English especially related to the English Culture. This practice will make development of the learning process easier.

In addition, we recommend further study in the following areas related to Language Classroom Non-verbal Communication:

- Teachers' age and gender
- Learning and Teaching Styles
- Institution requirements

- Students at the higher levels (regular courses)

VII
Annexes

ANNEX 1**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****OBSERVATION SHEET N° 1****Responsible: Mariela Pérez and Betty Sarabia****Students level: _____**

Purpose: To establish the use of non-verbal communication by teachers at the Catholic University, where 1 is the minimum and 5 is the maximum.

USE OF					
1. Body movement to convey meaning	1	2	3	4	5
2. Paralanguage	1	2	3	4	5
3. Proxemics in relation to students	1	2	3	4	5
4. Facial Expressions	1	2	3	4	5
5. Gaze and Eye Contact	1	2	3	4	5
6. Ecuadorian culture non verbal messages	1	2	3	4	5
7. English culture non verbal messages	1	2	3	4	5
8. Gestures	1	2	3	4	5
9. Haptics	1	2	3	4	5

ANNEX 2**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****OBSERVATION SHEET N° 2****Responsible: Mariela Pérez and Betty Sarabia****Students level: _____**

Purpose: To establish the use of non-verbal communication by Students at the Catholic University, where 1 is the minimum frequency of use and 5 is the maximum.

USE OF					
1. Body movement to convey meaning	1	2	3	4	5
2. Paralanguage	1	2	3	4	5
3. Proxemies in relation to teacher and other students	1	2	3	4	5
4. Facial Expressions	1	2	3	4	5
5. Gaze and Eye Contact	1	2	3	4	5
6. Ecuadorian culture non -verbal messages	1	2	3	4	5
7. English culture non- verbal messages	1	2	3	4	5
8. Gestures	1	2	3	4	5
9. Haptics	1	2	3	4	5

ANNEX 3**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****OBSERVATION SHEET N° 3****Responsible: Mariela Pérez and Betty Sarabia****Teacher's Name: _____****Purpose: To establish the purpose of the use of non-verbal communication in the classroom**

NON VERBAL MESSAGES ARE USED TO:	Number of times
1. Avoid confusion of messages	
2. Control the situation	
3. Complement verbal communication	
4. Replace verbal communication	
5. Reveal emotions of the sender	
6. Reveal specific feelings about the topic	
7. Call the student's attention	
8. Approve and encourage students	
9. Provide feedback	

ANNEX 4**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****1. ENCUESTA N° 1****ENCUESTA SOBRE EL USO DE LA COMUNICACION NO VERBAL****EN EL AULA****Responsables: Mariela Pérez y Betty Sarabia****Objetivos:**

- 1. Determinar la importancia del uso de la comunicación no verbal en el aula de acuerdo a los profesores encargados de los diferentes niveles en la PUCESA.**
- 2. Identificar el uso de la comunicación no verbal en la enseñanza del Inglés en la PUCESA.**

Señor Profesor: Esta encuesta pretende determinar el uso de la Comunicación No verbal en la enseñanza de Inglés.

Le agradecemos su colaboración.

- 1. ¿Considera que la Comunicación no verbal en el aula es importante?**

SI NO

2. ¿Es usted consciente del uso de la comunicación no verbal por su parte?

SI NO

3. Emplea usted movimientos corporales, miradas o gestos para:

Clarificar Mensajes

Mucho poco nada

Reemplazar la Comunicación Verbal

Mucho poco nada

Complementar la Comunicación Verbal

Mucho poco nada

Revelar sus emociones

Mucho poco nada

Llamar la atención de sus alumnos

Mucho poco nada

Controlar la Situación

Mucho poco nada

Proveer Retroalimentación

Mucho poco nada

4. ¿Piensa Usted que el uso de la Comunicación No verbal en el aula promueve la motivación en sus estudiantes?

Mucho poco nada

5. **¿Qué mensajes, señales o sugerencias transmite usted por medio del uso de la Comunicación No verbal?**

Alegría

Disgusto

Interés

Tristeza

Sorpresa

Desprecio

Agresión

Determinación

Miedo

Confusión

6. **¿Aplica usted la Comunicación No verbal de algún modo novedoso en su clase?**

SI

NO

Si es así, explique:

7. **¿Haría usted algo para aumentar el uso de la Comunicación No verbal en el aula?**

SI

NO

Si es así, ¿Cómo lo haría?

ANNEX 5

TABLE 1

CATEGORIES	NUMBER OF TEACHERS	RESULTS: (with the Rating Scale from 1 to 5, where 1 is minimum and 5 is maximum)
Body movement to convey meaning	2 1 1 4 0	1 2 3 4 5
Paralanguage	0 3 2 2 0	1 2 3 4 5
Proxemics in relation to Students	1 1 1 4 1	1 2 3 4 5

Facial Expressions	2	1
	1	2
	1	3
	4	4
	0	5
Eye Contact and Gaze	0	1
	0	2
	4	3
	3	4
	1	5
Ecuadorian Culture Nonverbal Messages	0	1
	2	2
	6	3
	0	4
	0	5
English Culture Nonverbal Messages	3	1
	2	2
	0	3
	0	4
	0	5

Gestures	2	1
	1	2
	2	3
	2	4
	1	5
Haptics	7	1
	1	2
	0	3
	0	4
	0	5

ANNEX 6

TABLE 2

CATEGORIES	NUMBER OF TEACHERS	NUMBER OF TIMES
Avoid Confusion of Messages	4 2 1 1 1	3 1 2 3 5
Complement Communication	Verbal 2 1 1 1 1 1 1	4 15 11 7 6 3 2
Replace Communication	Verbal 4 2	1 0

	1	4
	1	3
Reveal Emotions of the Sender	3	1
	1	5
	1	4
	1	3
	1	2
	1	0
Reveal Specific Feelings about the topic	2	2
	2	1
	1	3
	3	0
Call the students' attention	3	0
	2	2
	2	3
	1	4
Approve and Encourage Students	3	2
	2	4
	2	3
	1	10

Provide Feedback	3	0
	3	1
	2	2

ANNEX 7**TABLE 3**

CATEGORIES	NUMBER OF TEACHERS	RESULTS: (Rating Scale 1-5, where 1 is minimum and 5 is maximum frequency)
Body movement to convey meaning	1 1 0 0 0	1 2 3 4 5
Paralanguage	0 0 1 0 1	1 2 3 4 5
Proxemics in relation to Students	1 1	1 2

	0	3
	0	4
	0	5
Facial Expressions	0	1
	0	2
	1	3
	0	4
	1	5
Eye Contact	0	1
	0	2
	0	3
	1	4
	1	5
Ecuadorian Culture Nonverbal Messages	0	1
	0	2
	0	3
	0	4
	0	5
Gestures	0	1

	0	2
	0	3
	0	4
	1	5
Haptics	0	1
	0	2
	0	3
	0	4
	0	5

ANNEX 8

TABLE 4

CATEGORIES	NUMBER OF TEACHERS	NUMBER OF TIMES
Avoid Confusion of Messages	1 1	1 5
Complement Verbal Communication	1 1	5 20
Replace Verbal Communication	1 1	6 2
Reveal Emotions of the Sender	1 1	3 5
Reveal Specific Feelings about the topic	1 1	1 5

Call the students' attention	1 1	1 4
Approve and Encourage Students	2	2
Provide Feedback	2	3

ANNEX 9

TABLE 5

CATEGORIES	NUMBER OF STUDENTS	RESULTS:
Body movement to convey meaning	8	1
	4	2
	7	3
	7	4
	2	5
Paralanguage	13	1
	6	2
	6	3
	2	4
	0	5
Proxemics in relation to Teacher and other Students	5	1
	2	2
	2	3
	15	4
	3	5

Facial Expressions	7	1
	3	2
	8	3
	4	4
	5	5
Eye Contact and Gaze	4	1
	2	2
	10	3
	9	4
	2	5
Ecuadorian Culture Nonverbal Messages	1	1
	3	2
	5	3
	9	4
	6	5
English Culture Nonverbal Messages	15	1
	1	2
	0	3
	0	4
	0	5

Gestures	8 2 8 5 5	1 2 3 4 5
Haptics	2 1 0 0 0	1 2 3 4 5

ANNEX 10

Activity 4- Reading Role-Plays

SPACE

(Taken from the book Beyond Language)

Unconsciously, we all carry with us what have been called “body bubbles”. These bubbles are like invisible walls which define our personal space. The amount of space changes depending on the interpersonal relationship. For example, we are usually more comfortable standing closer to family members than to strangers. Personality also determines the size of this space. Introverts often prefer to interact with others at a greater distance than extroverts. Cultural styles are important too. A Japanese employer and employee usually stand farther apart while talking than their American counterparts. Latin-Americans and Arabs tend to stand closer together than Americans when talking. For Americans, distance in social conversation is about an arms’ length to four feet. Less space in the American culture maybe associated with greater intimacy or aggressive behavior. The common practice of saying “excuse me”, or “pardon me” for the slightest accidental touching of another person reveals an American attitude about personal space. Thus when a person’s space is intruded upon by someone, he or she may feel threatened and react defensively. In cultures where close physical contact is acceptable and desirable, Americans may be perceived as cold and distant.

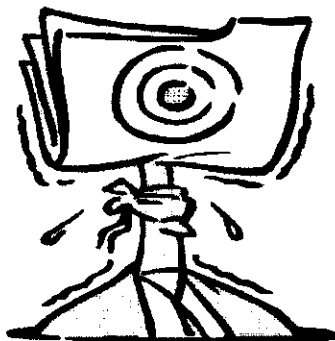
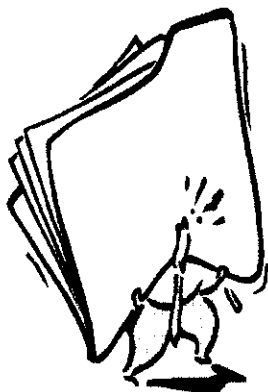
ANNEX 11

Activity 5- PICTURES ANALYSIS

Picture A

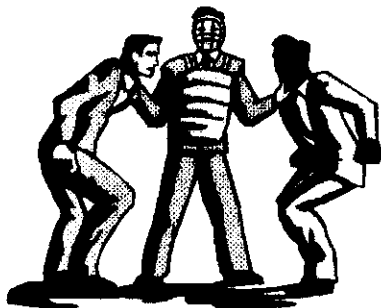


Picture B



Picture C

Picture D

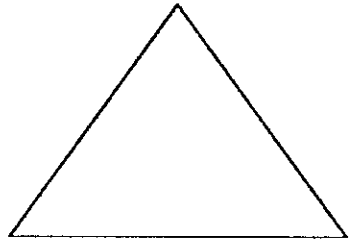
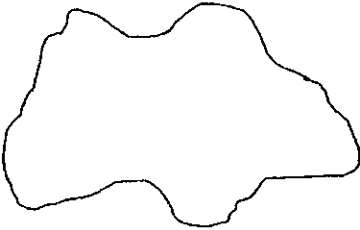
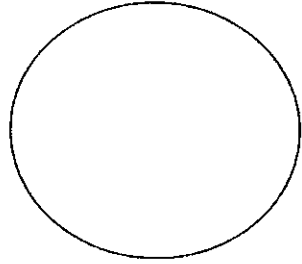


Picture E

ANNEX 12

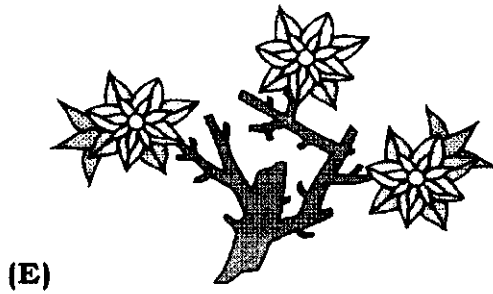
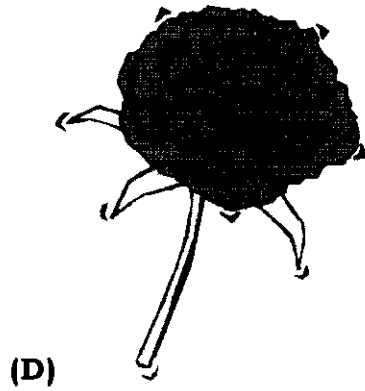
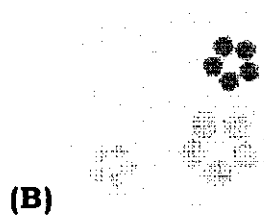
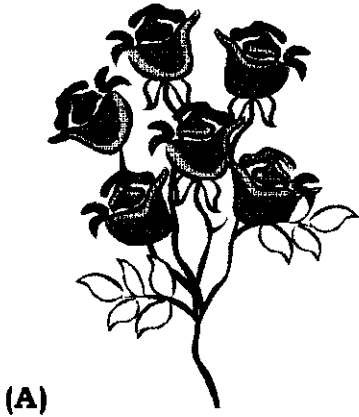
ACTIVITY 9 – ADJECTIVES AND EMOTIONS

**happy****worried****angry****puzzled****curious**

ANNEX 13 (a)**ACTIVITY 11 - PERFORMING TASKS****SHAPES**

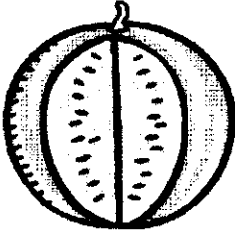
ANNEX 13 (b)

FLOWERS

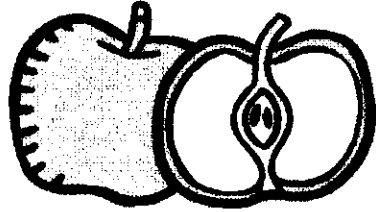


ANNEX 13 (c)

FRUITS



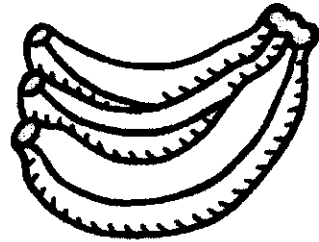
(a)



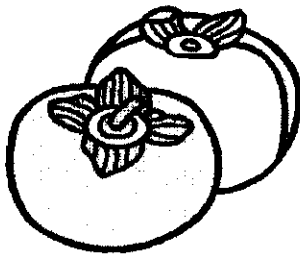
(b)



(c)



(d)



(e)

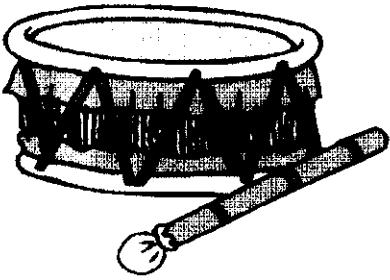
**ANNEX 13 (d)
MUSIC**



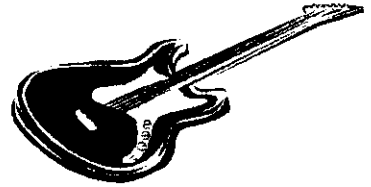
VIOLIN



PIANO



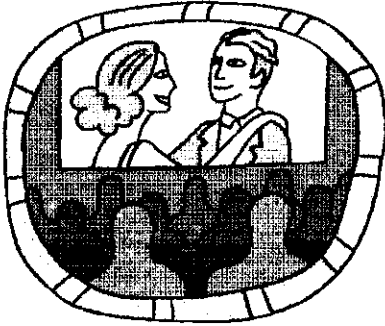
DRUM



GUITAR

ANNEX 13 (e)

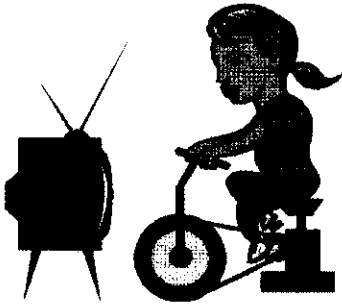
RECREATION



(A)



(B)



(C)



(D)

ANNEX 13 (f)

AFTER MARRIAGE



(A)



(B)



(C)



(D)

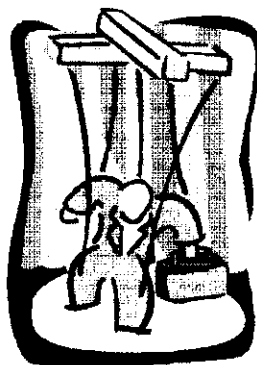


ANNEX 13 (g)

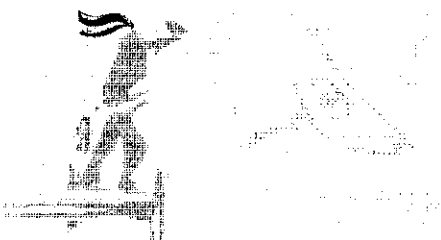
SEX - MALE



(A)



(B)



(C)

(D)

ANNEX 13 (h)

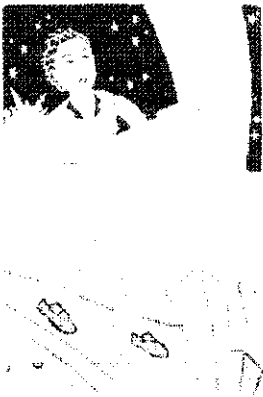
SEX - FEMALE



(A)



(B)



(C)



(D)

ANNEX 14

ACTIVITY 13 - DO YOUR ROLE !

SOUND TEAM	BODY MOVEMENT TEAM
1. "A breeze blows" (whistle with soft intensity).	2. "There is a little seed planted". (Lie down on the floor embracing your body).
3. "It's raining and suddenly a storm begins". (Imitate the sound with your voice, increasing the intensity until it becomes strong).	4. "The seeds start to grow". (Move your body contracting and expressing).
5. "Stops raining and the sun shines". (Keep silent then emit sounds with more intensity).	6. "Little plants appear on the land". (Stretch your body).
7. "It's very hot". (Increase the sound intensity).	8. "The roots are dry, the branches move strongly". (Move your body desperately).
9. "The wind starts blowing, lightning and thunders are all over around. The storm starts again". (The tone and intensity increase)	10. "The wind moves the branches and tree trunks". (Shake your body).
	12. "The trees are lively and fresh ". (Free movements).

increase)

11. "The rain stops and the sun appears again". (Lessen the intensity and then increase it)

ANNEX 15**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****TALLY SHEET N° 1****Responsible: Mariela Pérez and Betty Sarabia****Students level: _____****Purpose: To measure students' level of understanding with the use or without the use of Non-verbal Communication**

	CATEGORY NUMBER	NUMBER OF STUDENTS	PER CENT OF STUDENTS	AVERAGE OF UNDERSTANDING
STUDENTS UNDERSTANDING WITHOUT THE USE OF NVC	1 2 3 4 5			
STUDENTS UNDERSTANDING WITH THE USE OF NVC	1 2 3 4 5			

1= LESSON PRESENTATION
2= GENERAL CLASSROOM MANAGEMENT
3= START/ FINISH AN ACTIVITY
4= GROUP WORK ARRANGEMENT
5= HOMEWORK/ CLASS INSTRUCTION

ANNEX 16**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****TALLY SHEET N° 2****Responsible: Mariela Pérez and Betty Sarabia****Students level: _____****Purpose: To measure students' motivation through the use of Non-verbal Communication Activities.**

ACTIVITY	DAY 1 # students	DAY 2 # students	DAY 3 # students	DAY 4 # students	TOTAL OF STUDENTS %
Lost Voices					
Action Chains					
I'm your mirror					
Do your Role					

ANNEX 17

TABLE 6

SUMMARY OF RESULTS - TALLY SHEET N° 1

	CATEGORY NUMBER	NUMBER OF STUDENTS	PER CENT OF STUDENTS (%)	AVERAGE OF UNDERSTANDING (%)
STUDENTS UNDERSTANDING WITHOUT THE USE OF NVC	1	5	17	26
	2	4	26	
	3	7	24	
	4	9	45	
	5	5	18	
STUDENTS UNDERSTANDING WITH THE USE OF NVC	1	23	82	85
	2	25	89	
	3	28	100	
	4	18	63	
	5	26	93	

- 1= LESSON PRESENTATION
2= GENERAL CLASSROOM MANAGEMENT
3= START/ FINISH AN ACTIVITY
4= GROUP WORK ARRANGEMENT
5= HOMEWORK/ CLASS INSTRUCTION

ANNEX 18**TABLE 7****SUMMARY OF RESULTS – TALLY SHEET N° 2**

ACTIVITY	DAY 1 # students	DAY 2 # students	DAY 3 # students	DAY 4 # students	TOTAL OF STUDENTS %
Lost Voices	24				85
Action Chains		20			71
I'm your mirror			26		93
Do your Role				24	85

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